

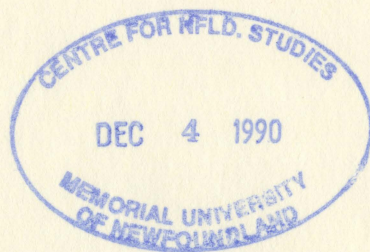
LES SONS! LES SONS!
AN INSTRUCTIONAL MODULE FOR IMPARTING THE
SOUNDS OF THE FRENCH LANGUAGE TO STUDENTS
IN THE ELEMENTARY CORE FRENCH CLASSROOM

CENTRE FOR NEWFOUNDLAND STUDIES

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MARILYN A. PENDERGAST



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Les Sons! Les Sons!

**An Instructional Module for Imparting
the Sounds of the French Language
to Students in the
Elementary Core French Classroom**



**by
Marilyn A. Pendergast**

**A Thesis submitted to
Memorial University of Newfoundland
in partial fulfillment of
the requirements for the degree of
Master of Education**

**Department of Curriculum and Instruction
St. Johns, Newfoundland
October, 1987**

DEDICATION

To my parents.



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ABSTRACT

Because of the lack of appropriate instructional materials for teaching the sounds of the French language available for use in the elementary core French classroom, the purpose of this project was to develop a prototype teaching module for use in core French classes in Grade Four and Grade Five. The aims of the module were to teach the more difficult sounds of the French language to students at the beginning levels of French instruction, to improve pronunciation of the French language, and to interest and motivate students to learn to speak French correctly.

The module presents some of the more difficult sounds of the French language to students in an informative, enjoyable manner, thus fostering an interest in the study of the French language. Included with the module are a teacher's guide, duplicating masters, cassette tapes, and flashcards. The student activities include comptines, songs, word games, and coloring sheets which are usually found enjoyable by most students at this grade level.

To evaluate the effectiveness of this module, eight elementary classrooms were chosen to participate in the

study. Two Grade Four and two Grade Five classrooms received a unit of instruction using the prepared materials. Two classrooms at each grade level did not receive instruction using the module. Pretest and posttest data were collected from all classrooms, and comparisons made. In addition, of the teachers selected to use the module, two had a strong background in French, and two a weak background.

Gain scores were not calculated for the pretests and posttests. A two-way analysis of variance was performed on the posttest scores, and a t-test was done to analyze the data with respect to the effect of teacher fluency. The results of the analysis of data indicated that the students who used the module achieved significantly higher test scores than those who did not use the test module in both the oral and written posttests. There was no significant difference in outcomes due to teacher fluency.

Affective outcomes of the module were sought by means of a student questionnaire. Eighty-two percent of students answering the questionnaire were favorably disposed towards the use of such materials.

A teacher questionnaire sought opinions and suggestions for improvement. All teachers found the

module useful, and three major suggestions were made for its improvement.

It is concluded that the module is helpful and effective in teaching the sounds of the French language to elementary children and in increasing their enjoyment in learning the sounds of the French language. However, it is recommended that testing be carried out on a wider scale to determine whether similar results would be achieved by all elementary school children.

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CHAPTER 1: THE PROBLEM

Introduction

The importance of teaching the sounds of the French language has increased in recent years with the extra emphasis that has been placed on the oral-aural aspect of language learning. French instruction in the elementary grades is based on a balanced skills approach in which the four skills of listening, speaking, reading, and writing are developed together from the very beginning of French instruction. However, more emphasis is placed on listening and speaking skills at this level than on the skills of reading and writing.

The Avalon Consolidated School Board has prepared a "Suggested Allotment of Time for Skill Development" (1978) in which recommendation is made that listening comprehension and speaking make up approximately 90% of the program in Grade Four and 85% of the program in Grade Five. The skills of reading and writing should make up only 10% of the program in Grade Four and 15% of the program in Grade Five.

This emphasis on listening and speaking skills is a result of the belief by educators and experts on language

learning in the importance of instruction in the sound system of the target language for successful second language learning.

Grittner (1969) has written that the elementary school foreign language program can be justifiable only if the oral-aural aspect of language learning shows good results. He goes on further to say that a French program which produces substandard pronunciation is of questionable value since the underlying purpose of any second language program is to develop good habits of pronunciation (p.132-133).

Edwards (1974) has also put forth the idea of the importance of learning the sound system of the language. "In learning a new language, it is vitally important that from the very beginning you learn to establish the correct relationship between the sound and the spelling system of the language" (p.viii).

Chastain (1976) writes that the relationship between sounds and their graphemic representations should receive major emphasis as soon as the written word is introduced (p.310). Thus, since the written word is introduced at the beginning of French instruction, it is important for the student to learn the sound-symbol correlations for the French language.

The fact that the student has already learned to read in English also proves to have an adverse effect on pronunciation according to Grittner (1969) who has pointed out that the interference from the sound system of the native language causes students to pronounce words with an English accent, thus making them incapable of ever achieving a native-like accent. He goes on to state that this interference may be prevented by early introduction to the sound system of the French language (p.252-253).

The one most important aspect of learning a second language for communication purposes, therefore, is the ability to speak the language effectively. In order to do this, one must be familiar with the sound system of the target language and be able to completely separate oneself from the sound system of the maternal language.

Needs Assessment

The need for teaching the sounds of the French language in the elementary grades was first brought to the writer's attention at a workshop which was held as part of the 1981-82 Newfoundland Teacher's Association Professional Day, conducted by Professor J.E. Netten, Co-ord-

inator of French Programs in the Teaching of Education at Memorial University of Newfoundland.

Based on Professor Netten's comments, a thorough needs assessment was carried out. First, the Curriculum Materials Centre at Memorial University of Newfoundland was consulted and two items of interest were found - a phonetics kit and a set of wall charts. Both of these materials were considered to be unsuitable for use in the elementary classroom because they had no instructions for use in the classroom, they had no means for evaluation of student progress, and the vocabulary used was too advanced for use in Grades Four and Five. In addition, neither was sequenced to introduce the sounds in the order in which they are introduced in the classroom.

The Centre for Audio-Visual Education at Memorial University of Newfoundland was consulted and it was found that no materials were available to solve the instructional problem.

The catalogues of companies which supply instructional materials and textbooks did not contain any materials which were appropriate for solving the instructional problem.

The French Consultant for the Province of Newfoundland was contacted to determine whether any materials on

this subject were distributed to schools through the French Consultant's Office. It was found that no such materials were available for use in Grades Four and Five and that a need for materials such as these did exist.

The results of this needs assessment indicated a need for instructional materials to be developed to teach the more difficult sounds of the French language to elementary school children and to assist students in learning to read by helping them associate the French sound with the various letter combinations representing the sound.

Review of Literature

The Reading Process

The reading process has been defined in many different ways by many different people including reading specialists, linguists, and foreign-language educators. Reading has been defined by Rivers (1968) as "developing a considerable range of habitual responses to a specific set of patterns of graphic shapes" (p.215). This definition of the reading process is very concise, but it does not really explain what the reading process involves and what the different types of reading are.

Oliva (1969) wrote that reading is not the single global skill most people have come to think it is. Rather, it is a very complex assortment of skills involving several types of reading important to the language learner (p.145).

The first kind of reading which is the simplest for the learner is the oral pronunciation of words. This type of reading involves sound-symbol correlation. The student sees the written word, sounds out each syllable using the sound system of the language in question, and pronounces the word. Understanding of the meaning of the word is not required. The student must simply be able to see a word and pronounce it correctly.

A second type of reading is viewed by Cornfield (1966) as "reading the lines" (p.97). This type of reading requires more than simply being able to pronounce a word. The student must be able to recognize the word because of some previous experience with it and therefore know its meaning. Thus, for a student to be able to read the lines, two things are necessary - the ability to pronounce the sounds of the language correctly, and the knowledge of and ability to use a certain amount of vocabulary and sentence structure (p.98).

A third type of reading called intensive reading

deals with a short reading passage concentrating on several levels of information. In such reading passages, the student is required to fully understand the material contained within the reading passage which concentrates on a limited text (Bennett, p.87-88).

The fourth and final kind of reading aims simply for a general understanding of the material contained within a longer reading passage (Bennett, p.87-88).

Transfer of Mother Tongue Reading Skills to Foreign Language Learning

It has generally been felt by foreign-language teachers and educators that students should find it easy to learn to read in a foreign language because of skills the student has acquired in learning to read in the mother tongue. However, one must realize that although learning to read in one's native language does have advantages for second language learning, there are many disadvantages as well.

Some advantages of having learned to read in English are:

1. The student is familiar with the Latin alphabet which represents many languages including the romance languages in writing.

2. The student has learned to associate written symbols with certain sounds and their English meanings.

3. The student is used to reading from left to right which is also the method for reading in many other languages.

However, these three advantages quickly become disadvantages if one is learning a language which is not read from left to right or top to bottom or which does not have the same alphabet as the English language.

The disadvantages of having already learned to read English are:

1. If the student is learning to speak the language, there may be interference from the sound system of the native language. The student may pronounce the French words with an English accent, thus becoming incapable of ever achieving a native-like accent.

2. The student, because of the common alphabet, may come to believe that foreign-language words are symbols which stand for English words and that all French words have an English equivalent. This perception leads the student to translate everything in order to find the English equivalent instead of learning to read and understand directly from the French language (Grittner, 1969, p.252-253). This phenomenon is also true for the sound system.

As one can see, although there are some advantages to the students' having already acquired certain reading skills in learning to read in English, there are also some very important disadvantages which must be overcome by the foreign-language teacher. It is felt by the writer that the method for overcoming these disadvantages is to teach the more difficult sounds of the French language to students at the beginning of instruction in reading so that the interference from the mother tongue will be reduced to a minimum.

Reasons for Teaching the Sound System of the French Language

If one asked the question "Why teach the sounds of the French language?" one might get several different responses. However, they would all center around the idea that in order to cut down on or eliminate interference from the English language, one must teach the sounds of the French language until they are so well known by the student that they become "second nature", until they are no longer perceived by the student as being a "funny" way of pronouncing English sounds.

As Cornfield (1966) has written,
Our students come to us with very fixed language habits. They have acquired the structure and sound system of their own language. They have learned how these sounds relate to a set of written symbols. These symbols have become so interrelated in the student's mind with the sounds they represent that they are not recognized as symbols but as sounds. If we are to be successful in teaching our students another sound system, we must divorce him, while in the foreign language classroom, from the symbols he has learned. The symbols he verbalizes are the sound values of his native language. He must be free of everything that relates to the sound of his mother tongue. (p.33)

The student, then, brings to French class a system of sounds and symbols which are foreign to the French language. If allowed to, the student will, upon seeing the written word in French, apply his knowledge to the French language. The result of this will be an anglicized version of the French language. What Cornfield and other educators are encouraging is the elimination of this problem of interference and the education of the student

in the sounds of the French language through a pre-reading period of instruction which would consist of a sole oral-aural instruction. The written word would not be shown until the student had mastered the sounds of the French language and was no longer tempted to transfer the sound values from the English language to the French language. However, where a pre-reading period is not envisaged, some other means of addressing the problem of interference must be found.

The Impact of the Sound System on Learning to Read

The sound system of a language has a great impact on learning to read. Since reading involves the ability to pronounce the sounds correctly, pronunciation problems may become apparent when students see the written word if they are not certain of the sound system of the French language.

Politzer (1970) has indicated some of the problems which may be encountered by foreign language learners when they are not well versed in the sound system of the new language.

"A genuine pronunciation problem exists if the learner has difficulty in making the required sound" (p.67). The French language contains sounds very similar

to English sounds which should pose very little difficulty for the language learner. The problem exists with those sounds which are not present in the English language whose formation can be very difficult for the second-language learner, such as the sound [y] in the French word "bu". Students may tend to pronounce the "oo" sound in the English word "boo". Sometimes the student may not even hear the difference between two such sounds, thus posing great difficulty for the language learner.

"A spelling pronunciation problem occurs if the sound is not really difficult as such, but the learner is misled by spelling" (p.68). This occurs when the spelling of a certain sound in the English language is the same as the spelling of another sound in the French language. Students may mispronounce a French sound when they see it although they pronounced it correctly before seeing the written word, such as the [j] sound in the French word "billet". Students may tend to confuse it with the "ll" in the English word "billet".

These are some examples of the many things which may affect the student's success in developing good pronunciation. The teacher must be prepared to overcome such problems which can arise by teaching students the most difficult sounds of the French language to prepare them for seeing the written word.

The Newfoundland Situation

In Newfoundland schools there is a definite lack of instruction in the sounds of the French language, especially at the beginning levels of instruction. In Grades Four and Five, there is no provision made at all for the teaching of sounds. In Grade Six a program is offered but only one copy of the text is supplied to the school with the accompanying cassette tape. There are no other materials supplied with it, such as instructions for use in the classroom, student activities (oral and written), flashcards, or other materials to aid the teacher in teaching the sounds of the French language and to aid the student in learning them.

The textbooks which are in use in the schools also do not provide for any specific instruction in French sounds. It is left up to the teacher to provide such instruction. It is therefore necessary for materials to be developed to meet this problem so that our students' pronunciation of the French language will be greatly improved. It is hoped that the materials developed by the writer will help students to gain a more native-like pronunciation of the French language and encourage them to continue in their study of French.

CHAPTER 2: DEVELOPMENT OF THE MODULE

Definition of the Module

Until recently, language curricula have been a carefully designed progression of structures and vocabulary. Much emphasis has been placed on the sequencing of content to be learned, and the provision of adequate practice exercises. Such rigidly organized materials have not always paid enough attention to other aspects of second language learning, such as cultural information and motivation.

One method of moving away from the rigidity of sequential materials is through the use of modules. A definition of modules has been proposed by Ullmann (1974).

A module is a unit or kit, independent of existing programs that deals with one specific aspect of learning a language. A module can present information on a given subject, teach a linguistic feature, provide practice or arouse interest ... What modules can do today is complement existing programs, or make up for gaps and deficiencies without upsetting the pattern of the many excellent programs currently in use in the schools. (p.1)

From this definition of modules it may be determined that modules have three essential functions: to present information on a given topic; to teach a linguistic feature; and to motivate students to learn French.

The use of modules in the core French classroom has become very popular in Canada in recent years, largely due to the work of the Ontario Institute for Studies in Education (OISE). OISE has developed many "French teaching modules" since 1970 which have been used most often by teachers in Ontario, but also in the other provinces of Canada. These modules have stimulated interest in the use of such materials in the French classroom and have assisted in demonstrating how the French language curriculum can be expanded through the use of modules. In addition, the developers have contributed to determining procedures for creating these second language materials.

Stern and Ullmann (1980) have written that the main emphasis of a modules approach has been "a move away from the rigidity of sequential materials and the provision of smaller, more manageable units readily available for the classroom" (p.6). In recent years, our French programs have been very highly structured and sequential, leaving little room for differing teaching and learning styles, language proficiency, interest levels, motivation, and

attitude. Most programs have included a wide variety of teaching materials (teacher's manual, duplicating masters, student's books, flashcards, wall charts, tapes, puppets, etc.) and suggestions for methodology to assist the teacher. However, they have generally been based on a regular progression from beginning to advanced stages in the language concerned. Their advantage lay in the fact that they provided a gradual progression and a secure sequence of structures and vocabulary in the second language.

These programs have been criticized for many reasons. They are expensive, they may not fit into the organization of the school system, and they cannot be easily adapted. Although they tend to be rigid and inflexible, they do provide two necessary components of any language curriculum. These are an orderly presentation of the French language and materials for practice of learned subject matter.

Since existing French programs are necessary to provide structure and uniformity to the French curriculum, it is best to try and supplement gaps in the curriculum with non-sequential materials which add flexibility to the program and which can still be used when the program is changed. One must always be prepared for this fact of

life because programs can and will become outdated for many reasons. Change will occur in our educational systems and there are always new developments which will occur in linguistics, psychological, and pedagogical thought.

Thus we see that modules are very important to French language instruction. They provide a great many advantages such as teaching culture, motivating students to learn French, and teaching certain linguistic skills, all of which are necessary to supplement our rigid French programs which often omit these things as well as adding interest and motivation to the learning of French.

For the above reasons it was decided to adopt a module format for this project.

The Module

Les Sons! Les Sons! is a multi-media kit designed to teach the more difficult sounds of the French language to elementary school children who are studying French as a second language. It is not a complete program in itself - rather it attempts to provide information to supplement the regular French program.

The teaching of the sounds of the French language is not given enough emphasis in the school program. The text in use does not provide for instruction in the sounds of the French language; many teachers of French do not have a good background in French and do not have knowledge of the sound system of the French language; and, there are no suitable prepared materials made available to the schools for use in the classroom. Those materials which are available are generally inappropriate for Grades Four and Five and require a teacher to be fluently bilingual to teach the material successfully.

Content of the Module

The content consists of sixteen independent units, each designed to teach one sound. Units one to eight are intended to be taught in Grade Four and units nine to sixteen are intended to be taught in Grade Five.

Because many classroom teachers who teach French do not have a strong background in the French language and its sounds, the module has been designed to be taught entirely by tape, if desired, to allow the student to hear the correct pronunciation of the sound. A tape and a

teacher's pronunciation guide have also been included to allow teachers to familiarize themselves with the particular sound before the unit is taught in the classroom.

The module consists of four major components: teacher's guide, duplicating masters, flashcards, and cassette tapes. These components may be found in Appendices A and B.

Teacher's Guide

The "Teacher's Guide" contains everything necessary to teach the module successfully. The module is introduced to the teacher and each component of the module is explained in detail. The "Teacher's Guide" contains the following components:

Teacher's Pronunciation Guide. This guide is provided to enable a teacher without a strong background in the sounds of the French language to learn to produce each sound correctly before teaching a specific unit to the class. The pronunciation guide contains the French phonetic symbol, the letters which represent the sound in French words, a comparison of the French sound to an English sound, and the five words used on the flashcards for the unit which teaches that sound. The letters which make the sound are underlined so the teacher may know

exactly which letters produce the required sound. The teacher's pronunciation guide has an accompanying cassette tape, the script of which is contained in the teacher's guide.

Suggested Unit Plan. This is a ten-day plan for Unit One which may be easily adapted for each of the sixteen units.

Table of Sounds. This is a a table of contents of the sixteen sounds contained in the module. Each unit of the module is written in the same format and contains thirteen parts: (a) a list of the flashcards for the unit; (b) a copy of the oral exercises recorded on the cassette tape; (c) an answer key for Oral Exercise A; (d) a copy of the written exercises recorded on the cassette tape; (e) an answer key for the written exercises; (f) a copy of the comptine for the unit which is recorded on the cassette tape; (g) an answer key for the Mots Cachés word game; (h) a comptine or song for practice of the sound and for motivating students; (i) an answer key for the Catégorille! word game which uses the vocabulary words contained on the flashcards; (j) an answer key for a Mot Cléf, Anagrammes, or Mots Croisés word game which uses selected vocabulary from the unit; (k) a copy of the written test for the unit which is recorded on the

cassette tape; (l) an answer key for the written test; and (m) two oral tests, one of which is to be given to each student on an individual basis. They may be copied by the teacher onto index cards to be given to the student to read from during the oral test.

Duplicating Masters

The duplicating masters replace a student textbook. The reason for this decision was to prevent the student from seeing the comptines, chansons, puzzles, and games before learning the sound. It was felt that if students were given a student text at the beginning of instruction, many of them would go ahead and read the comptines and try the hidden word games before they had practice in the sound, thus increasing the probability of interference from the mother tongue. In addition, the duplicating masters contain many pictures which should be interesting to students at this grade level. In many cases, the pictures serve to remind the student of sounds previously learned. It is hoped that the pictures will serve to motivate the student to learn more and to foster an interest in correct pronunciation.

Each unit of the duplicating masters contains nine sheets:

1. An answer sheet for Oral Exercise A.
2. An answer sheet for the written exercises.
3. A written copy of the comptine for the unit. The student must fill in the missing words, choosing from words in the list at the bottom of the page. This list may be removed if desired by the teacher, depending upon the ability of the students. A picture illustrating the comptine is also contained on the sheet. It may be used for discussion of the comptine or as a coloring sheet for motivational purposes.
4. A Mots Cachés word game which includes only words taught in the unit which contain the sound.
5. A written copy of the comptine or chanson with the words containing the sound underlined. A picture illustrating the comptine is provided which may be colored as a motivational activity.
6. A Catégorille! word game using only the vocabulary contained on the flashcards. A list is provided on the sheet which may be removed by the teacher if desired according to the ability of the students.
7. An Anagrammes, Mot Cléf, or Mots Croisés word game using selected vocabulary containing the sound taught in the unit. The list provided with these games may be removed if desired.

8. An answer sheet for the written test.

9. A sheet for recording the students scores on the oral test. It is graded on a scale of zero to five as follows: 0 - no response; 1 - poor pronunciation of the sound; 2 - fair pronunciation of the sound; 3 - good pronunciation of the sound; 4 - very good pronunciation of the sound; and, 5 - excellent pronunciation of the sound.

Flashcards

The flashcards are 20.25 X 13 cm in size. There are ten flashcards provided with each unit - five which contain a picture only and five which contain a word only. The flashcards are an excellent method for oral practice of the sound before and after the student has seen the written word. The cards with the picture only are intended to be used for initial teaching of the sound so that students will learn to pronounce the sound correctly before seeing the letter combinations which produce the sound. After the student has learned to produce the sound and recognize it in the spoken language, both cards may be used together for oral practice both as a group and individually.

Cassette Tapes

The cassettes contain the oral exercises, written exercises, comptine, chanson, and written test for each unit. They serve a twofold purpose. First, for the teacher without a good background in the sounds of the French language and who does not have native-like fluency, the tapes provide the means by which the students may be exposed to correct pronunciation. Second, the students will be exposed to a speaker other than their teacher which increases their comprehension of the spoken word.

From a pedagogical point of view, the use of a wide variety of curriculum materials is appropriate because they provide an interesting approach to the study of the sounds of the French language which will in turn increase the student's motivation to learn French. In addition, the Department of Education is presently advocating a "Resource Based Instructional Approach" which promotes the use of such materials.

Because of the nature of this program, the cost of production of the materials is not considerable. They can easily be reproduced for use in the schools.

Linguistic Ability

The language used for all exercises, comptines, chansons, and tests is French. All instructions and directions are given in English.

Since this is basically an oral-aural module, responses on the reproducible sheets involve simply circling or writing "Oui" or "Non", underlining words containing the particular sound, or circling the letter of the word containing the sound.

The oral test is an individualized form of testing in which the students are graded on how well they can produce the sound in individual words and in sentences.

Previous Knowledge

The student is not required to have any previous knowledge of the material in a unit. Because of this, the units may be taught in any order that complements the program in use in the schools. The student should, however, have good listening, speaking, reading, and writing skills at grade level.

The vocabulary and structures used in each unit are

appropriate to the linguistic ability of students exposed to a balanced skills approach, such as the one currently in use in Newfoundland schools. However, since the purpose of the oral exercises is to give oral practice in producing the required sound and the purpose of the written exercises is to determine whether or not the student can identify the sound when heard, there are many words which are unknown by the student. It must be remembered that for the comptines, chansons, and sentences requiring comprehension, only vocabulary which is known by the student is used.

Cultural Field

The material contained in this module is not limited solely to students learning French in Newfoundland. The target audience is any Grade Four and Five students who are learning French as a second language and who need a program to help produce good pronunciation skills.

Aims of the Module

The goal of this module is to present the elementary school student with some of the more difficult sounds of the French language and to teach the student to pronounce correctly these sounds in new and learned vocabulary so that the student does not learn to speak an anglicized version of the French language. It is also the goal of this module to assist students in learning to read by helping them to associate the correct French sound with the various letter combinations that produce the sound.

The student is given ample opportunity to practice the new sounds with the cassette tapes. New vocabulary and sentences are presented before the student sees the written word so that the student will encounter less interference from the mother tongue. A great deal of emphasis is placed on the correct pronunciation of the words and on the transfer of this to the written word. Various activities, both oral and written, enable the student to develop competence with the material.

The module also aims at motivating students and creating interest in learning the sounds of the French language. Simple drill of sounds can be very boring to most children. An attempt has been made to make the study

of these sounds a successful learning experience by including activities that interest children at this age level such as songs, comptines, coloring sheets, and other enjoyable student activities.

The final aim of this module is the development of teaching materials which can be used by all teachers regardless of their linguistic competence in French. It is understood by the writer that all French teachers do not have the same background in the French language. It is hoped that all teachers will be able to use this module in their French classes successfully even though they might not be proficient with the sounds of the French language.

The specific objectives of this module are:

1. Linguistic:

- (a) To assist the student to hear the new sounds accurately.
- (b) To improve the student's pronunciation of certain difficult sounds in the French language by providing oral-aural practice.
- (c) To assist the student to recognize the sound in the printed word.
- (d) To assist the student to learn to read by

CUSTOMER/CLIENT

DATE SENT / DATE DENVOI

TABLE

LIST/LISTE

COLOUR NO
COULEUR N°

SPINE LETTERING / LETRAGE D'IDOS

GOLD
OR

BLACK
NOIR

WHITE
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☐ BIND AS IS
RELIER TEL QUEL

COLLATING INSTRUCTIONS COLLATIONNAIRE	
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O	<input type="checkbox"/> LEAVE ALL IN PLACE LAISSER TOUTES EN PLACE
V	<input type="checkbox"/> BIND IN FRONT EACH ISSUE RELIER EN AVANT DE CHAQUE ISSUE
E	<input type="checkbox"/> BIND IN FIRST ISSUE RELIER EN ISSUE PREMIER

☐ REMOVE ADS
ENLEVER ANNONCES

☐ LEAVE ADS
LAISSER ANNONCES

☐ TITLE PAGE TO FRONT
PAGE TITRE A L'AVANT

☐ T.P. BACK WITH INDEX
PT A L'ARRIERE AVEC INDEX

TABLE OF CONTENTS TABLES DES MATIÈRES	
<input type="checkbox"/>	BIND IN FRONT RELIER EN AVANT
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INDEX

☐ **BIND IN BACK**
REUER A L'ARRIERE

☐ **BIND IN FRONT**
REUER EN AVANT

**STAMPING
IMPRESSIONS**

☐ FIRST TIME BOUND
PREMIERE RELIURE

☐ FOLLOW SAMPLE BOOK
VOIR LIVRE D'ECHANTILLONS

☐ FOLLOW SAMPLE SPINE
VOIR SPECIMEN DOS

☐ FOLLOW SAMPLE RUB
VOIR SPECIMEN FEUILLE COULEURS

☐ POCKET
POCHETTE 71600 1 CNE 200 000 18x Fcc

SPECIAL INSTRUCTIONS / INSTRUCTIONS SPÉCIALES

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giving practice in sound - symbol correlation.

- (e) To assist the student to learn to pronounce new vocabulary containing the French sounds.

2. Motivational:

- (a) To motivate the student to learn the sounds of French by using activities enjoyed by children.
- (b) To increase the student's enjoyment in learning French.

An outline of the content of the module is presented below:

- Unit 1 - [j]
- Unit 2 - [ɛ]
- Unit 3 - [r] - final
- Unit 4 - [r] - intervocalic
- Unit 5 - [r] - initial
- Unit 6 - [a]
- Unit 7 - [e]
- Unit 8 - [ʒ]
- Unit 9 - [w]
- Unit 10 - [œ]
- Unit 11 - [y]
- Unit 12 - [ø]

Unit 13 - [ǎ]

Unit 14 - [Ě]

Unit 15 - [Ǿ]

Unit 16 - [4]

Intended Learning Outcomes

Cognitive Learning

It is hoped that the student will be interested in the material presented in this module and will learn to recognize the sound in the spoken and written word and to produce the sound in the spoken word.

Because a certain amount of new French vocabulary will be presented on the flashcards and on the duplicating masters, it is hoped that the students will learn some new vocabulary which may add to their speaking skills.

The module requires the use of the student's listening, speaking, reading, and limited writing skills, resulting in an expected improvement in each.

Affective Learning

It is hoped that this module will motivate students to learn French. It aims to encourage students to strive

for correct pronunciation and to encourage them to be more interested in and to do well in their regular French classes.

CHAPTER 3: SUMMATIVE EVALUATION OF THE MODULE

Objectives

The objectives of the module are both cognitive and affective. The cognitive objective of each unit of the module is to enable the student to recognize the sound taught in the unit when it is heard in the spoken word; and to enable the student to produce the sound correctly when reading aloud and in conversation.

The objectives in the affective domain were to arouse the student's interest in learning the correct pronunciation of French sounds and to encourage them to continue in their study of the French language.

Testing of the Module

To test the module, two regular Grade Four French classes and two regular Grade Five French classes were chosen in elementary schools in an urban area of the island. The module was then evaluated to determine to what extent the objectives had been achieved.

Data was collected in four areas: cognitive,

affective, student attitudes, and teacher comments.

Pretest/Posttest

The module was evaluated by the use of a pretest/posttest format. The pretest sampled the knowledge of the students before instruction and the posttest sampled the student's knowledge after instruction in the sound using the module.

Since each unit of the module could be taught independently in any order, Unit One was chosen to be tested in Grade Four, and Unit Nine was chosen to be tested in Grade Five.

It was hypothesized that any significant differences occurring between the completion of the pretest and posttest could, at least in part, be due to learning resulting from the use of the module.

Student Questionnaire

The purpose of the student questionnaire (see Appendix E) was to identify student reaction to the

various components of the module and to identify the module's strong and weak points from the student's point of view.

The purpose of each section of the questionnaire is outlined as follows:

Part A - To identify student reaction to the module based on enjoyment.

Part B - To identify those parts of the module which were most and least interesting.

Part C - To identify those parts of the module which were most and least enjoyable.

Part D - To determine whether the various parts of the module were suitable for the age and interest of the student.

Part E - To determine whether the students enjoyed the module enough to want to do more units.

This data was collected for the purpose of improving the module to make the material more interesting and enjoyable for the student and to improve the effectiveness of the module for instruction in the schools.

Teacher Questionnaire

The purpose of the teacher questionnaire (see Appendix D) was to identify teacher reaction to the module and to determine if the module was useful as an instructional tool in the elementary core French classroom.

The aim of each part of the teacher questionnaire is outlined as follows:

Part I - To identify teacher reaction to the teaching materials included in the module with emphasis on their usefulness and teacher satisfaction.

Part II - To identify how teachers perceived student reaction to the module with emphasis on student interest, enjoyment, and motivation.

Part III - To identify any improvements which could be made to the module to make it more useful and effective as an instructional tool.

The data from the teacher questionnaire was collected to identify any problem areas in the module so that the module could be made more interesting and enjoyable for both teacher and student and to improve its effectiveness in the classroom.

The Sample

Two Grade Four core French classes and two Grade Five core French classes with a total of 109 students participated in this study. The schools from which these classes were chosen were within one school board in an urban area of the island of Newfoundland.

A unit from the Grade Four section of the module was tested in two Grade Four classes and a unit from the Grade Five section of the module was tested in two Grade Five classes. Each class consisted of anglophone elementary school students who were studying French as a second language. All students were required to take French. The Grade Four classes were studying French for the first time and the Grade Five classes had been exposed to one year of French instruction in the regular program recommended by the Department of Education in Newfoundland. The classes consisted of students of mixed ability who were living in an English speaking community and who were exposed to French in the classroom only.

Since no previous knowledge in the French sound system was required before instruction in the module, it was felt that all students could master the instruction in the module. Also, since the French program currently

taught in the schools does not provide for instruction in the sound system of the French language, the researcher felt the students would not have any previous knowledge of the material which could bias this study.

Teacher Characteristics

The teachers chosen to test the module were regular classroom teachers who taught French in two or more classes. Two of the teachers chosen were considered to have a strong background in the French language, and two teachers were considered to have a weak background in the French language. This choice of teacher fluency was used in order to determine whether teachers with a weaker background in the French language would be able to use the materials as well as teachers who were fluent in French. All teachers also had a minimum of ten years teaching experience in the classroom. It was felt that the teachers chosen had the necessary qualifications to test the module and assess its effectiveness.

The French Co-ordinator for the school board was contacted to obtain the names of two Grade Four and two Grade Five French teachers who possessed the desired

ferme
turquoise
garçon
train
cravate
froid
lettre

[r] - initial

The sound [r] when it appears at the beginning of a word is formed by vibrating the uvula against the back of your tongue while pressing the tip of your tongue against your lower front teeth. It is also known as the uvular r.

[r]
[r]
radio
rat
raisins
rose
robe
[r]
[r]

The sound [r] - initial is represented in French by one letter.

"r" as in
rouge
regarde
répond
rue

rectangle

rond

roi

reton

Richard

relier

Unit 6**The Sound [a]**

The sound [a] is a sound between the "a" in "pat" and the "a" in "father".

[a]

[a]

sac

canard

année

chat

arbre

[a]

[a]

The [a] sound is represented in French words by several letters and combinations of letters, such as:

"a" as in

table

canard

rat

patte

malade

"à" as in

à

là

voilà

Unit 7

The Sound [e]

The sound [e] is similar to the sound of the letter "a" in the English word "date".

[e]

[e]

chantez

piéd

nez

école

cahier

[e]

[e]

The [e] sound is represented in French words by several letters and combinations of letters, such as:

"e" as in

piéd

chez

ses

allez

cahier

"é" as in

café

thé

bébé

école

été

"ai" as in
gai
mai
aimer
ai

Unit 8

The Sound [w]

The sound [w] is similar to the sound of the letter "w" in the English word "well".

[w]

[w]

oiseau

boîte

noir

poire

bois

[w]

[w]

The [w] sound is represented in French words by several letters and combinations of letters, such as:

"ou" followed by a vowel

ouest

oui

jouer

More often, the [w] sound is joined by the [a] sound to form a combination of the two sounds expressed in phonetics by the symbol [wa]. In these cases, the combinations of letters forming the sound are:

"oi" as in

poire

bois

fois

soir
noir

"oi" as in
boîte
toît

Unit 9

The Sound [oe]

The sound [oe] is similar to the sound of the "u" in "fur". To produce the sound, round the lips to pronounce the "o" in the English word "note" but instead pronounce the "e" in "let".

[oe]

[oe]

coeur

fleur

oeuf

neuf

heure

[oe]

[oe]

The [oe] sound is represented in French words by several letters and combinations of letters, such as:

"eu" as in

peur

fleur

neuf

jeune

pleut

"oeu" as in

oeuf

coeur

soeur

boeuf

Unit 10

The Sound [ʁ]

The sound [ʁ] is similar to the sound of the letters "ny" in the English word "canyon".

[ʁ]

[ʁ]

campagne

peigne

agneau

oignon

montagne

[ʁ]

[ʁ]

The [ʁ] sound is represented in French words by the following combination of letters:

"gn" as in

campagne

montagne

vigne

oignon

ligne

digne

signer

Unit 11

The Sound [y]

The sound [y] has no English counterpart. It is similar, though, to a blending of the letters "e" and "u". To produce this sound, round the lips to pronounce "oo" as in "moon", then try to pronounce "ee" as in "feet".

[y]

[y]

plume

musique

jupe

une

lune

[y]

[y]

The [y] sound is represented in French words by the letter "u" as in:

jus

rue

tu

lune

jupe

turquoise

mur

dur

fusée

sucre

Unit 12

The Sound [ø]

The sound [ø] is similar to the sound of the "u" in the English word "fur". To produce the sound, round the lips to pronounce "o" as in "note" but pronounce [e] as in "day".

[ø]

[ø]

yeux

feu

heureux

deux

bleu

[ø]

[ø]

The [ø] sound is represented in French words by several letters and combinations of letters, such as:

"eu" as in

bleu

mieux

deux

yeux

feu

heureux

"êu" as in

jeûne

"oeu" as in

oeufs

Unit 13

The Sound [ɑ̃]

The nasal vowels in French have no equivalent in English. They are formed by causing air to escape through both nose and mouth at the same time. The "m" and "n" after nasalized vowels are usually not sounded.

To pronounce the [ɑ̃] sound, pronounce the "a" of "far" through both the mouth and the nose.

[ɑ̃]

[ɑ̃]

éléphant

lampe

content

gants

dents

[ɑ̃]

[ɑ̃]

The [ɑ̃] sound is represented in French words by several letters and combinations of letters, such as:

"am" as in

lampe

chambre

jambe

"an" as in

dans

quand

enfant

éléphant

gant

blanc

"em" as in

temps

"en" as in

vent

dent

lent

enfant

parents

Unit 14**The Sound [ɛ̃]**

The French nasal sound [ɛ̃], has no equivalent in English. To pronounce this sound, nasalize the [ɛ] sound to get a sound similar to the "an" in the English word "bank".

[ɛ̃]

[ɛ̃]

lapin

chien

raisins

matin

vin

[ɛ̃]

[ɛ̃]

The [ɛ̃] sound is represented in French words by several letters and combinations of letters, such as:

"im" as in

timbres

simple

"in" as in

raisin

lapin

matin

vin

cinq

"aim" as in
faim

"ain" as in
pain
main
gain
hautain

"en" as in
agent
bien
chien

Unit 15

The Sound [ɔ̃]

The sound [ɔ̃] is similar to the sound of "on" in the English word "alone".

[ɔ̃]

[ɔ̃]

maison

nombre

ballon

bonbons

content

[ɔ̃]

[ɔ̃]

The [ɔ̃] sound is represented in French words by several letters and combinations of letters, such as:

"om" as in

nombre

nom

"on" as in

bonbon

bâton

blond

ballon

Unit 16

The Sound [ʏ]

The sound [ʏ] has no English equivalent. It is pronounced with the lips pursed and the tip of the tongue against the lower front teeth.

[ʏ]

[ʏ]

nuit

fruit

pluie

huit

parapluie

[ʏ]

[ʏ]

The [ʏ] sound is represented in French words by the [y] sound before a vowel as in the following words:

bruit

lui

juin

luit

pluie

huit

fruit

lui

suite

juillet

Suggested Unit Plan

Day 1

- Teach the sound for the unit.
- Teach the vocabulary for the unit using the flash-cards with pictures only.
- Practice the sound and vocabulary as a group and individually.

Day 2

- Review the sound and vocabulary.
- Do Oral Exercises A and B, using the cassette tape.

Day 3

- Do Oral Exercise C, using the cassette tape.
- Do Written Exercise A, using the cassette tape.
- Introduce the Comptine.

Day 4

- Practice the Comptine.
- Do Written Exercise B, using the cassette tape.
- Assign the Mots Cachés.

Day 5

- Assign the Comptine - Student Sheet.
- Practice the Comptine.

Day 6

- Do Written Exercises C and D, using the cassette tape.

- Practice the vocabulary using the flashcards with the pictures and the words.

Day 7

- Introduce and practice the Comptine/Chanson.
- Do the Catégorille!

Day 8

- Practice the Comptine/Chanson.
- Give out the Comptine/Chanson - Student Sheet.

Day 9

- Assign the Anagrammes/Mot Cléf/Mots Croisés.
- Do the Oral Test.

Day 10

- Do the Written Test.

Table of Sounds

Grade 4

1. [j]
2. [ɛ]
3. [r] - final
4. [r] - intervocalic
5. [r] - initial
6. [a]
7. [e]
8. [p]

Grade 5

9. [w]
10. [oe]
11. [y]
12. [φ]
13. [ǎ]
14. [ě]
15. [ǝ]
16. [ʏ]

Unit 1

The Sound [j]

Flashcards

soleil
crayon
abeille
feuille
cahier

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [j]. On your paper, circle the letter "A" or "B" of the word which contains the sound [j]. The sound will be repeated after each pair of words.

1. A. rein
B. rien
[j]
2. A. bien
B. bain
[j]
3. A. voeu
B. vieux
[j]
4. A. fille
B. file
[j]

5. A. taille
B. tasse
[j]
6. A. pieu
B. peu
[j]
7. A. du
B. Dieu
[j]
8. A. yeux
B. eux
[j]
9. A. Abel
B. abeille
[j]
10. A. saint
B. sien
[j]

- B. You will hear a series of words containing the sound [j]. Repeat the sound or word after the speaker.

[j]

[j]

filles

filles

papier

papier

crayon

crayon

feuille

feuille

cahier

cahier

chien

chien

vieux

vieux

soleil

soleil

mieux

mieux

yeux

yeux

[j]

[j]

- C. You will hear a sentence containing a word or words which contain the sound [j]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [j].

1. Le soleil est jaune.

soleil

2. Il a un crayon bleu.

crayon

3. C'est mon cahier.

cahier

4. Tu as un chien?

chien

5. C'est une fille.

fille

6. Le papier est sur la table.

papier

7. L'abeille est jaune et noir.
abeille
8. La feuille est verte.
feuille
9. Ses yeux sont bleus.
yeux
10. Le chien est petit.
chien

Pronounce once more the new sound you have learned.

[j]

[j]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. B | 6. A |
| | 2. A | 7. B |
| | 3. B | 8. A |
| | 4. A | 9. B |
| | 5. A | 10. B |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [j], write "Oui" in the square. If it does not contain the sound [j], write "Non".

1. tasse
2. crayon
3. feuille
4. cahier

5. balle
6. gants
7. dents
8. soleil
9. billes
10. abeille

B. You will hear fifteen words. If the word contains the sound [j], circle "Oui" on your answer sheet. If the word does not contain the sound [j] circle "Non".

1. peu
2. brille
3. pile
4. fauteuil
5. seul
6. yeux
7. famille
8. ville
9. chien
10. mien
11. vœux
12. bain
13. abeille
14. travail
15. paille

C. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [j].

- | | | |
|------------|----------|---------|
| 1. A. file | B. fille | C. file |
| 2. A. pieu | B. peu | C. peu |

- | | | |
|---------------|-----------|-----------|
| 3. A. rien | B. rein | C. rein |
| 4. A. bain | B. bain | C. bien |
| 5. A. voeu | B. vieux | C. voeu |
| 6. A. Dieu | B. du | C. du |
| 7. A. soin | B. sien | C. soin |
| 8. A. seul | B. seul | C. seuil |
| 9. A. taille | B. talle | C. talle |
| 10. A. soeurs | B. soeurs | C. seuils |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [j].

1. La jeune fille a un crayon.
2. La feuille est verte.
3. Tu as mon cahier?
4. L'abeille est sur la feuille.
5. La fille est petite.
6. Mon papier est sur la table.
7. Le chien a tes billes.
8. Je travaille à l'école.
9. Le chien joue avec la fille.
10. Mon crayon est sous mon papier.

Written Exercises - Answer Key

- | | |
|-----------|---------|
| A. 1. NON | 6. NON |
| 2. OUI | 7. NON |
| 3. OUI | 8. OUI |
| 4. OUI | 9. OUI |
| 5. NON | 10. OUI |

- B.
- | | | |
|--------|---------|---------|
| 1. NON | 6. OUI | 11. NON |
| 2. OUI | 7. OUI | 12. NON |
| 3. NON | 8. NON | 13. OUI |
| 4. OUI | 9. OUI | 14. OUI |
| 5. NON | 10. OUI | 15. OUI |

- C.
- | | |
|------|-------|
| 1. B | 6. A |
| 2. A | 7. B |
| 3. A | 8. C |
| 4. C | 9. A |
| 5. B | 10. C |

- D.
- | | |
|---------------------|--------------------|
| 1. fille, crayon | 6. papier |
| 2. feuille | 7. chien, billes |
| 3. cahier | 8. travaille |
| 4. abeille, feuille | 9. chien, fille |
| 5. fille | 10. crayon, papier |

Comptine

Soleil! Soleil!

Tu n'as pas ton pareil,

Pour faire danser les kangourous

et faire pousser les feuilles de chou.

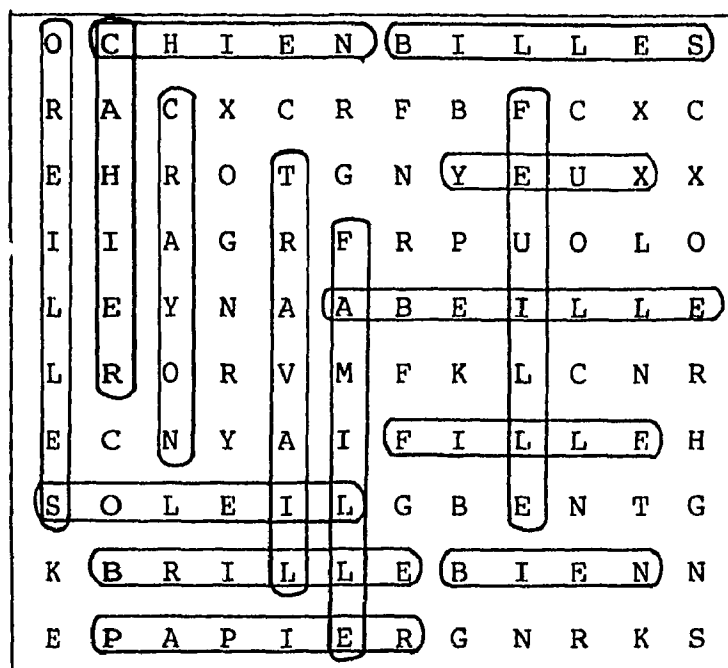
Soleil! Soleil!

Tu n'as pas ton pareil,

Pour faire pousser les kangourous

et faire danser les feuilles de chou.

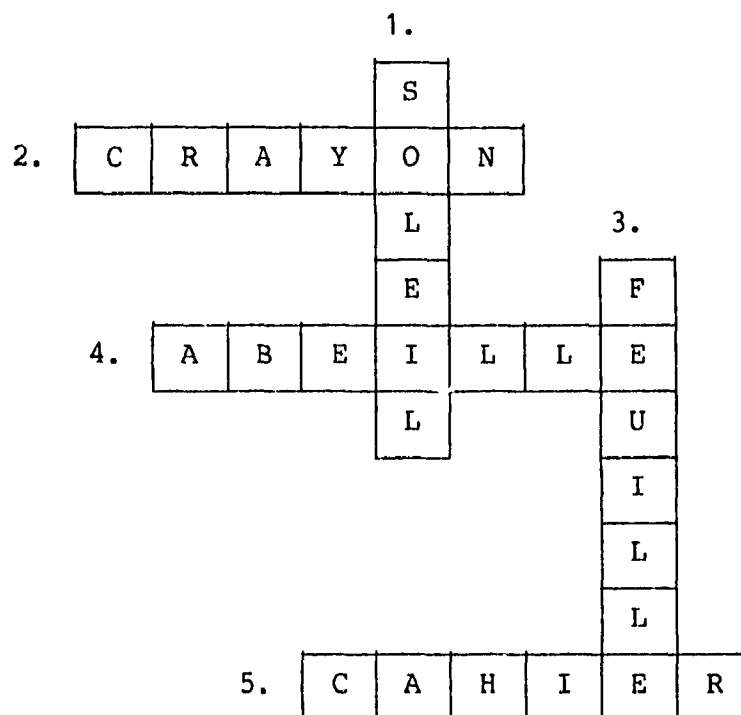
Mots Cachés - Answer Key



Comptine/Chanson

La petite fillle
 Bien gentille
 Et le monsieur
 Très, très vieux
 Marchent dans le soleil
 Sans ombrelle.

Catégor grille! - Answer Key



Mot Cléf - Answer Key

1. oreilles
2. soleil
3. abeille
4. yeux
5. fille
6. billes
7. monsieur

Written Test

- A. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [j].

- | | | | |
|----|-----------|----------|----------|
| 1. | A. mien | B. mon | C. main |
| 2. | A. taille | B. talle | C. tasse |
| 3. | A. file | B. fille | C. fils |
| 4. | A. bain | B. bon | C. bien |
| 5. | A. voeux | B. vieux | C. vous |

B. You will hear a word. If it contains the sound [j], circle "Oui" on your answer sheet. If not, circle "Non".

1. soin
2. seuil
3. fauteuil
4. abeille
5. rage
6. chien
7. papier
8. file
9. crayon
10. famille

C. Look at the picture and listen to the word. If the word contains the sound [j], write "Oui" in the square. If not, write "Non".

1. soleil
2. balle
3. fille
4. fleur
5. chaise
6. crayon
7. feuille

- 8. abeille
- 9. billes
- 10. ballon

D. Read the sentences. Underline the words which contain the sound [j].

Written Test - Answer Key

- A.
- 1. A
 - 2. A
 - 3. B
 - 4. C
 - 5. B

- | | | |
|----|--------|---------|
| B. | 1. NON | 6. OUI |
| | 2. OUI | 7. OUI |
| | 3. OUI | 8. NON |
| | 4. OUI | 9. OUI |
| | 5. NON | 10. OUI |

- | | | |
|----|--------|---------|
| C. | 1. OUI | 6. OUI |
| | 2. NON | 7. OUI |
| | 3. OUI | 8. OUI |
| | 4. NON | 9. OUI |
| | 5. NON | 10. NON |

- D.
- 1. famille
 - 2. billes
 - 3. fille
 - 4. crayon
 - 5. feuille

Oral Tests

A. [j]

fille

papier

feuille

bien

chien

J'aime mes billes.C'est mon crayon.Le chien est brun.Le soleil est jaune.

B. [j]

feuille

crayon

chien

bille

soleil

La fille est belle.C'est mon papier rouge.C'est ton cahier?C'est une belle feuille.

Unit 2**The Sound [ɛ]****Flashcards**

chaise
fenêtre
soleil
lettre
billet

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [ɛ]. On your paper, circle the letter "A" or "B" of the word which contains the sound [ɛ]. The sound will be repeated after each pair of words.

1. A. ma
B. mais
[ɛ]
2. A. fait
B. fou
[ɛ]
3. A. lit
B. lait
[ɛ]
4. A. belle
B. balle
[ɛ]

5. A. crie
B. craie
[ɛ]
6. A. date
B. dette
[ɛ]
7. A. cinq
B. sec
[ɛ]
8. A. nefs
B. neuf
[ɛ]
9. A. près
B. pré
[ɛ]
10. A. dé
B. dais
[ɛ]

- B. You will hear a series of words containing the sound [ɛ]. Repeat the sound or word after the speaker.

[ɛ]

[ɛ]

père

père

lait

lait

hôtel

hôtel

lettre

lettre

chaise

chaise

soleil

soleil

billet

billet

tête

tête

neige

neige

navets

navets

[ɛ]

[ɛ]

- C. You will hear a sentence containing a word or words which contain the sound [ɛ]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [ɛ].

1. Que fait ta mère?
fait
mère
2. C'est ton père.
père
3. Voici ma chaise.
chaise
4. Donne-moi des navets, s'il te plaît.
navets
5. La neige est blanche.
neige

6. Qu'est-ce qu'il fait?
fait
7. C'est une belle robe bleue.
belle
8. Elle aime des bonbons?
elle
aime
9. La chemise est sur le lit.
est
10. La fille est très belle.
très
belle

Pronounce once more the new sound you have learned.

[ɛ]

[ɛ]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. B | 6. B |
| | 2. A | 7. B |
| | 3. B | 8. A |
| | 4. A | 9. A |
| | 5. B | 10. B |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [ɛ], write "Oui" in the square. If it does not contain the sound [ɛ], write "Non".

1. quatre
2. fenêtre
3. vin
4. abeille
5. soleil
6. neige
7. main
8. lait
9. gants
10. chaise

B. You will hear fifteen words. If the word contains the sound [ɛ], circle "Oui" on your answer sheet. If the word does not contain the sound [ɛ], circle "Non".

1. pain
2. mais
3. lit
4. fait
5. date
6. près
7. balle
8. cinq
9. craie
10. belle
11. tombe
12. fleur
13. pas
14. laisse
15. flair

C. You will hear two words. If both words contain the sound [ɛ], circle "Oui" on your answer sheet. If not, circle "Non".

- | | |
|---------------|-----------|
| 1. A. fait | B. naïts |
| 2. A. abeille | B. aime |
| 3. A. dais | B. das |
| 4. A. mets | B. navets |
| 5. A. lait | B. lit |
| 6. A. crie | B. craie |
| 7. A. très | B. tronc |
| 8. A. pain | B. faits |
| 9. A. belle | B. bille |
| 10. A. airs | B. neige |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [ɛ].

1. Ton père a un billet.
2. Le soleil est jaune.
3. C'est la lettre.
4. L'abeille est jaune et noir.
5. La chaise est dans le salon.
6. Tu aimes la neige?
7. Mon frère aime le lait.

Written Exercises - Answer Key

- | | |
|-----------|--------|
| A. 1. NON | 6. OUI |
| 2. OUI | 7. NON |
| 3. NON | 8. OUI |

- | | |
|--------|---------|
| 4. OUI | 9. NON |
| 5. OUI | 10. OUI |

- | | | | |
|----|--------|---------|---------|
| B. | 1. NON | 6. OUI | 11. NON |
| | 2. OUI | 7. NON | 12. NON |
| | 3. NON | 8. NON | 13. NON |
| | 4. OUI | 9. OUI | 14. OUI |
| | 5. NON | 10. OUI | 15. OUI |

- | | | |
|----|--------|---------|
| C. | 1. OUI | 6. NON |
| | 2. OUI | 7. NON |
| | 3. NON | 8. NON |
| | 4. OUI | 9. NON |
| | 5. NON | 10. OUI |

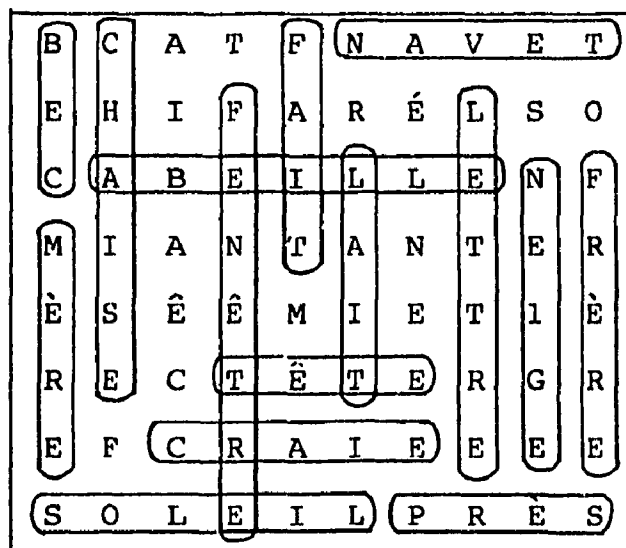
- | | | |
|----|-----------------|----------------------|
| D. | 1. père, billet | 5. chaise, est |
| | 2. soleil, est | 6. aimes, neige |
| | 3. est, lettre | 7. frère, aime, lait |
| | 4. abeille, est | |

Comptine

La mignonne et douce Claire
remet à son petit frère
 qui la donne à son père
 une grappe de raisin.

Aussitôt le tendre père
 va la porter à la mère
 et le fruit revient à Claire
 qui partage le raisin.

Mots Cachés - Answer Key



Comptine/Chanson

Alouette, gentille Alouette,
Alouette, je te plumerai.
 Je te plumerai le bec,
 Je te plumerai le bec.
 Ah, le bec.

Alouette, gentille Alouette,
Alouette, je te plumerai.
 Je te plumerai la tête,
 Je te plumerai la tête.
 Ah, la tête,

Alouette ...

- | | | |
|----|------------|-----------|
| 1. | A. cachets | B. pas |
| 2. | A. lance | B. becs |
| 3. | A. pré | B. soleil |
| 4. | A. fleur | B. nefs |
| 5. | A. lettre | B. balle |

B. You will hear a word. If it contains the sound [ɛ], circle "Oui" on your answer sheet. If not, circle "Non".

1. baies
2. guets
3. datte
4. chat
5. laines
6. nefs
7. tasse
8. airs
9. peigne
10. de

C. Look at the picture and listen to the word. If the word contains the sound [ɛ], write "Oui" in the square. If not, write "Non".

1. pain
2. lettre
3. chaise
4. matin
5. abeille
6. craie
7. bâton

- 8. neige
- 9. billes
- 10. lait

D. Read the sentences. Underline the words which contain the sound [ɛ].

Written Test - Answer Key

- A.
- 1. A
 - 2. B
 - 3. B
 - 4. B
 - 5. A

- | | | |
|----|--------|---------|
| B. | 1. OUI | 6. OUI |
| | 2. OUI | 7. NON |
| | 3. NON | 8. OUI |
| | 4. NON | 9. OUI |
| | 5. OUI | 10. NON |

- | | | |
|----|--------|---------|
| C. | 1. NON | 6. OUI |
| | 2. OUI | 7. NON |
| | 3. OUI | 8. OUI |
| | 4. NON | 9. NON |
| | 5. OUI | 10. OUI |

- D.
- 1. père
 - 2. soleil, est
 - 3. billet, est

Unit 3

The Sound [r] - final

Flashcards

poire
canard
noir
voleur
fleur

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [r] at the end of the word. On your paper, circle the letter "A" or "B" of the word which contains this sound. The sound will be repeated after each pair of words.

1. A. par
B. pas
[r]
2. A. fleuve
B. fleur
[r]
3. A. visiteur
B. visitez
[r]

4. A. bonjour
B. bon jeu
[r]
5. A. noir
B. noix
[r]
6. A. seul
B. soeur
[r]
7. A. cher
B. chat
[r]
8. A. volée
B. voleur
[r]
9. A. va
B. ver
[r]
10. A. avoir
B. avoine
[r]

B. You will hear a series of words containing the sound [r] at the end of the word. Repeat the sound or word after the speaker.

[r]

[r]

par

par

mur

mur

fleur
fleur
soeur
soeur
visiteur
visiteur
couleur
couleur
jongleur
jongleur
docteur
docteur
bonjour
bonjour
au revoir
au revoir
[r]
[r]

C. You will hear a sentence containing a word or words which contain the sound [r] at the end of the word. Repeat the complete sentence after the speaker and then repeat the words containing this sound.

1. C'est un jongleur.
jongleur
2. Bonjour, Monsieur Dubois.
bonjour
3. Ma soeur téléphone au docteur.
soeur
docteur

4. Les fleurs sont pour Maman.
fleurs
pour
5. Ma jupe est noire.
noire
6. Je vais à l'aéroport.
aéroport
7. Le canard est derrière le mur.
canard
derrière
mur
8. Mon père donne des fleurs à ma mère.
père
fleurs
mère
9. La robe est très chère.
chère
10. De quelle couleur est le crayon?
couleur

Pronounce once more the new sound you have learned.

[r]

[r]

Oral Exercises - Answer Key

- | | | | | |
|----|----|---|-----|---|
| A. | 1. | A | 6. | B |
| | 2. | B | 7. | A |
| | 3. | A | 8. | B |
| | 4. | A | 9. | B |
| | 5. | A | 10. | A |

Written Exercises

A. Look at the picture and listen to the word. If the word contains the sound [r] at the end of the word, write "Oui" in the square. If it does not contain this sound, write "Non".

1. fleur
2. noir
3. monsieur
4. radio
5. froid
6. ver
7. docteur
8. voleur
9. cercle
10. poire

B. You will hear fifteen words. If the word contains the sound [r] at the end of the word, circle "Oui" on your answer sheet. If the word does not contain this sound, circle "Non".

1. rose
2. visiteur
3. blond
4. frère
5. alors
6. bouge
7. jongleur
8. rue
9. patte

10. avoir
11. pour
12. bras
13. pont
14. canard
15. doit

C. You will hear two words. Circle the letter "A" or "B" of the word which contains the sound [r] at the end of the word.

- | | |
|----------------|---------------|
| 1. A. soeur | B. se |
| 2. A. fleur | B. souris |
| 3. A. pas | B. par |
| 4. A. docteur | B. danser |
| 5. A. regarde | B. derrière |
| 6. A. carottes | B. mère |
| 7. A. encore | B. fermier |
| 8. A. garçon | B. pour |
| 9. A. cravate | B. mur |
| 10. A. ver | B. pharmacien |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [r] at the end of the word.

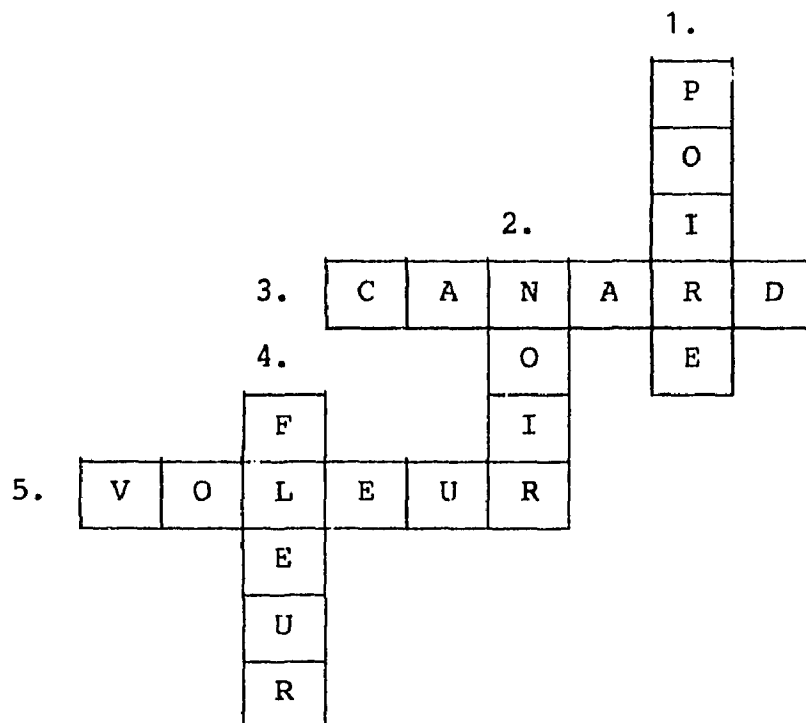
1. Mon frère n'aime pas les vers.
2. De quelle couleur est ta maison?
3. Nous avons des visiteurs.
4. Le soir, je regarde la télé.
5. Le docteur parle avec mon père.
6. Bonsoir, Grand-mère!

7. Le canard mange le pain.
8. Le voleur travaille le soir.
9. Ma soeur va à la banque.
10. Marie a peur du docteur.

Written Exercises - Answer Key

- | | | | |
|----|------------------|------------------------|---------|
| A. | 1. OUI | 6. OUI | |
| | 2. OUI | 7. OUI | |
| | 3. NON | 8. OUI | |
| | 4. NON | 9. NON | |
| | 5. NON | 10. OUI | |
| B. | 1. NON | 6. NON | 11. OUI |
| | 2. OUI | 7. OUI | 12. NON |
| | 3. NON | 8. NON | 13. NON |
| | 4. OUI | 9. NON | 14. OUI |
| | 5. OUI | 10. OUI | 15. NON |
| C. | 1. A | 6. B | |
| | 2. A | 7. A | |
| | 3. B | 8. B | |
| | 4. A | 9. B | |
| | 5. B | 10. A | |
| D. | 1. frère, vers | 6. bonsoir, Grand-mère | |
| | 2. couleur | 7. canard | |
| | 3. visiteurs | 8. voleur, soir | |
| | 4. soir | 9. soeur | |
| | 5. docteur, père | 10. peur, docteur | |

Catégor grille! - Answer Key



Mot Cléf - Answer Key

1. fleur
2. mur
3. couleurs
4. docteur
5. ver
6. aéroport
7. canard

Written Test

- A. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [r] at the end of the word.

- | | | | |
|----|-----------|---------|----------|
| 1. | A. par | B. pas | C. paix |
| 2. | A. fleuve | B. flan | C. fleur |
| 3. | A. soeur | B. seul | C. su |
| 4. | A. chat | B. cher | C. chou |
| 5. | A. ver | B. va | C. vu |

B. You will hear a word. If it contains the sound [r] at the end of the word, circle "Oui" on your answer sheet. If not, circle "Non".

1. froid
2. pardon
3. couleur
4. rouge
5. poire
6. mur
7. raisin
8. visiteur
9. cher
10. bravo

C. Look at the picture and listen to the word. If the word contains the sound [r] at the end of the word, write "Oui" in the square. If not, write "Non".

1. rose
2. restaurant
3. poire
4. noir
5. souris
6. drapeau
7. carottes

- 8. fleur
- 9. lune
- 10. soeur

D. Read the sentences. Underline the words which contain the sound [r] at the end of the word.

Written Test - Answer Key

- A.
- 1. A
 - 2. C
 - 3. A
 - 4. B
 - 5. A

- B.
- | | |
|--------|---------|
| 1. NON | 6. OUI |
| 2. NON | 7. NON |
| 3. OUI | 8. OUI |
| 4. NON | 9. OUI |
| 5. OUI | 10. NON |

- C.
- | | |
|--------|---------|
| 1. NON | 6. NON |
| 2. NON | 7. NON |
| 3. OUI | 8. OUI |
| 4. OUI | 9. NON |
| 5. NON | 10. OUI |

- D.
- 1. frère
 - 2. couleur
 - 3. noir
 - 4. docteur
 - 5. derrière

Oral Tests

A. [r]

fleur

canard

visiteur

bonjour

derrière

Au revoir, Paul.Mon crayon est noir.C'est le docteur.Je mange une poire.

B. [r]

au revoir

noir

aéroport

poire

docteur

C'est ma fleur.Nous avons un visiteur.Bonjour, Marie.C'est un canard jaune.

Unit 4

The Sound [r] - intervocalic

Flashcards

carottes

cercle

crayon

porte

souris

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [r] in the middle of the word. On your paper, circle the letter "A" or "B" of the word which contains this sound. The sound will be repeated after each pair of words.

1. A. souris

B. suis

[r]

2. A. pont

B. porte

[r]

3. A. fut

B. furet

[r]

4. A. ferme
B. femme
[r]
5. A. froid
B. fois
[r]
6. A. droite
B. doit
[r]
7. A. bas
B. bras
[r]
8. A. pas les
B. parlez
[r]
9. A. patte
B. porte
[r]
10. A. tête
B. tarte
[r]

B. You will hear a series of words containing the sound [r] in the middle of the word. Repeat the sound or word after the speaker.

[r]

[r]

porte

porte

souris

souris

furet
furet
pardon
pardon
carottes
carottes
bravo
bravo
bruit
bruit
cercle
cercle
ferme
ferme
froid
froid
[r]
[r]

C. You will hear a sentence containing a word or words which contain the sound [r] in the middle of the word. Repeat the complete sentence after the speaker and then repeat the words containing this sound.

1. Ma jupe est turquoise.
turquoise
2. Je veux des carottes.
carottes
3. Le garçon joue avec le train.
garçon
train

4. Quelle bruit!
bruit
5. "Où est ma cravate?" demande Papa.
cravate
6. C'est une surprise!
surprise
7. C'est une tarte.
tarte
8. Marc est à l'aéroport.
Marc
aéroport
9. La lettre est sur le livre.
lettre
livre
10. J'ai froid.
froid

Pronounce once more the new sound you have learned.

[r]

{r}

Oral Exercises - Answer Key

- | | | | | |
|----|----|---|-----|---|
| A. | 1. | A | 6. | A |
| | 2. | B | 7. | B |
| | 3. | B | 8. | B |
| | 4. | A | 9. | B |
| | 5. | A | 10. | B |

Written Exercises

A. Look at the picture and listen to the word. If the word contains the sound [r] in the middle of the word, write "Oui" in the square. If it does not contain this sound, write "Non".

1. rond
2. porte
3. ballon
4. souris
5. train
6. tasse
7. oreille
8. triangle
9. crayon
10. lampe

B. You will hear fifteen words. If the word contains the sound [r] in the middle of the word, circle "Oui" on your answer sheet. If the word does not contain this sound, circle "Non".

1. acrobate
2. suis
3. vais
4. différence
5. turquoise
6. fuit
7. crayon
8. lettre
9. fois

10. girafe
11. bas
12. jardin
13. oreille
14. simple
15. bravo

C. You will hear one word. After a slight pause, you will hear two words. Circle the letter "A" or "B" of the word which is exactly the same as the first word.

- | | | |
|-----------|-------------|-----------|
| 1. souris | A. souris | B. suis |
| 2. ferme | A. femme | B. ferme |
| 3. froid | A. froid | B. fois |
| 4. furet | A. fut | B. furet |
| 5. pardon | A. pas dans | B. pardon |
| 6. tarte | A. tarte | B. tête |
| 7. vrai | A. vais | B. vrai |
| 8. porte | A. porte | B. pont |
| 9. droit | A. droit | B. doit |
| 10. bras | A. bas | B. bras |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [r] in the middle of the word.

1. Va à la porte.
2. La souris mange des carottes.
3. Ton oreille est petite.
4. C'est un cercle turquoise.
5. Tu as mon crayon?

6. Je veux l'autre lettre.
7. Ferme la fenêtre.
8. La girafe est belle.
9. Suzanne est dans le parc.
10. Marie est dans le jardin.

Written Exercises - Answer Key

- | | | | |
|----|----------------------|-------------------|---------|
| A. | 1. NON | 6. NON | |
| | 2. OUI | 7. OUI | |
| | 3. NON | 8. OUI | |
| | 4. OUI | 9. OUI | |
| | 5. OUI | 10. NON | |
| B. | 1. OUI | 6. NON | 11. NON |
| | 2. NON | 7. OUI | 12. OUI |
| | 3. NON | 8. OUI | 13. OUI |
| | 4. OUI | 9. NON | 14. NON |
| | 5. OUI | 10. OUI | 15. OUI |
| C. | 1. A | 6. A | |
| | 2. B | 7. B | |
| | 3. A | 8. A | |
| | 4. B | 9. A | |
| | 5. B | 10. B | |
| D. | 1. porte | 6. autre, lettre | |
| | 2. souris, carottes | 7. ferme, fenêtre | |
| | 3. oreille | 8. girafe | |
| | 4. cercle, turquoise | 9. parc | |
| | 5. crayon | 10. Marie, jardin | |

Comptine

Les carottes

C'est pour Charlotte

Le bol de riz

C'est pour Mimi

La petite souris.

Mots Cachés - Answer Key

L	X	P	A	R	C	S	R	E	C	S
F	E	R	E	P	O	R	T	E	U	
G	A	R	Ç	O	N	U	C	N	R	R
B	R	A	S	F	U	R	E	T	C	P
C	H	B	F	R	U	I	T	R	L	R
C	R	A	Y	O	N	S	B	A	E	I
N	B	R	U	I	L	R	Ç	I	G	S
G	P	A	R	D	O	N	T	N	L	E

Comptine/Chanson

Il court, il court, le furet

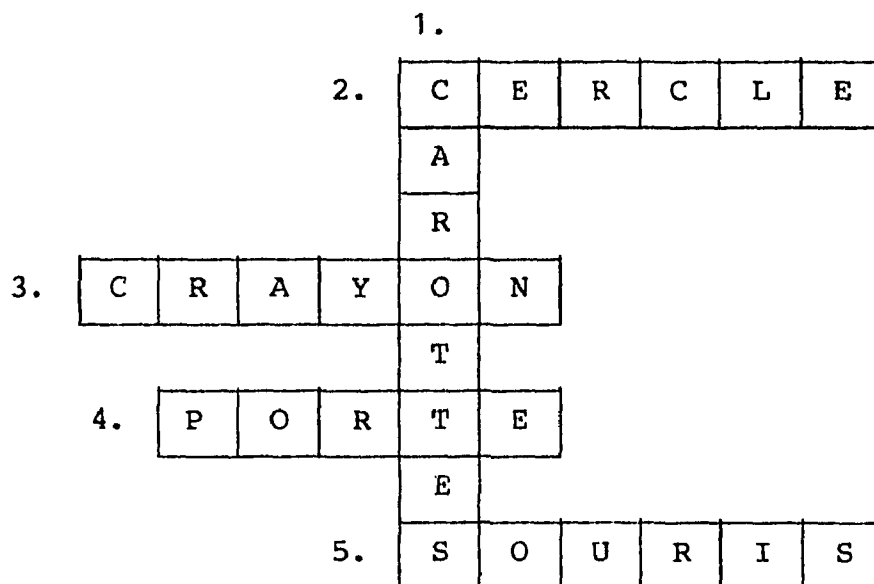
le furet du bois mesdames.

Il court, il court, le furet

le furet du bois joli!

Il court, il court, le furet
 le furet du bois mesdames.
 Il est passé par ici,
 il se cachera par là.

Catéogrigille! - Answer Key



Anagrammes - Answer Key

1. carottes
2. triangle
3. crayon
4. garçon
5. parc
6. carré
7. porte
8. lettre

Written Test

A. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [r] in the middle of the word.

- | | | | |
|----|----------|----------|----------|
| 1. | A. bras | B. bas | C. beau |
| 2. | A. fuit | B. fruit | C. fut |
| 3. | A. tarte | B. tête | C. tête |
| 4. | A. femme | B. faim | C. ferme |
| 5. | A. froid | B. fois | C. faim |

B. You will hear a word. If it contains the sound [r] in the middle of the word, circle "Oui" on your answer sheet. If not, circle "Non".

1. bruit
2. fois
3. girafe
4. train
5. vais
6. jardin
7. pont
8. marcher
9. oreille
10. bas

C. Look at the picture and listen to the word. If the word contains the sound [r] in the middle of the word, write "Oui" in the square. If not, write "Non".

1. pain
2. frère
3. crayon
4. éléphant
5. lettre
6. content
7. cercle
8. souris
9. main
10. oreille

D. Read the sentences. Underline the words which contain the sound [r] in the middle of the word.

Written Test - Answer Key

- A.
1. A
 2. B
 3. A
 4. C
 5. A

- | | | |
|----|--------|---------|
| B. | 1. OUI | 6. OUI |
| | 2. NON | 7. NON |
| | 3. OUI | 8. OUI |
| | 4. OUI | 9. OUI |
| | 5. NON | 10. NON |

- | | | |
|----|--------|---------|
| C. | 1. NON | 6. NON |
| | 2. OUI | 7. OUI |
| | 3. OUI | 8. OUI |
| | 4. NON | 9. NON |
| | 5. OUI | 10. OUI |

- D. 1. livre
2. turquoise
3. souris, carottes
4. crayon

Oral Tests

- A. [r]
porte
cercle
ferme
souris
crayon
La lettre est là.
Le garçon va à l'école.
Je mange une carotte.
C'est une surprise.

- B. [r]
lettre
carotte
pardon
garçon
derrière
La porte est bleue.
C'est un cercle.
Je vais à la ferme.
C'est une souris.

Unit 5

The Sound [r] - initial

Flashcards

radio
rat
raisins
rose
robe

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [r] at the beginning of the word. On your paper, circle the letter "A" or "B" of the word which contains this sound. The sound will be repeated after each pair of words.

1. A. bouge
B. rouge
[r]
2. A. rose
B. pose
[r]
3. A. rat
B. chat
[r]

4. A. non
B. ron
[r]
5. A. rit
B. lit
[r]
6. A. paysan
B. raisin
[r]
7. A. rue
B. vue
[r]
8. A. regarde
B. en garde
[r]
9. A. répond
B. dépend
[r]
10. A. blond
B. rond
[r]

B. You will hear a series of words containing the sound [r] at the beginning of the word. Repeat the sound or word after the speaker.

[r]

[r]

rouge

rouge

rose

rose

rat
rat
raisin
raisin
radio
radio
répond
répond
robe
robe
rue
rue
restaurant
restaurant
regarde
regarde
[r]
[r]

C. You will hear a sentence containing a word or words which contain the sound [r] at the beginning of the word. Repeat the complete sentence after the speaker and then repeat the words containing this sound.

1. La robe est rouge.
robe
rouge
2. J'aime les roses jaunes.
roses
3. Le chat aime le rat.
rat

4. L'éléphant mange les raisins.
raisins
5. Le rat est dans la rue.
rat
rue
6. C'est un rectangle rouge.
rectangle
rouge
7. Regarde! C'est ma radio.
regarde
radio
8. Le ballon est rond.
rond
9. Nous allons au restaurant.
restaurant
10. Sa robe est rouge.
robe
rouge

Pronounce once more the new sound you have learned.

[r]

[r]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. B | 6. B |
| | 2. A | 7. A |
| | 3. A | 8. A |
| | 4. B | 9. A |
| | 5. A | 10. B |

Written Exercises

A. Look at the picture and listen to the word. If the word contains the sound [r] at the beginning of the word, write "Oui" in the square. If it does not contain this sound, write "Non".

1. porte
2. rose
3. fruits
4. vent
5. rat
6. ligne
7. réfrigérateur
8. bois
9. roi
10. rond

B. You will hear fifteen words. If the word contains the sound [r] at the beginning of the word, circle "Oui" on your answer sheet. If the word does not contain this sound, circle "Non".

1. pose
2. rouge
3. chat
4. pain
5. réponds
6. singe
7. dindon
8. rectangle
9. retour

10. suis
11. reste
12. visite
13. restaurant
14. regarde
15. rue

C. You will hear one word. After a slight pause, you will hear two words. Circle the letter "A" or "B" of the word which is exactly the same as the first word.

- | | | |
|------------|--------------|------------|
| 1. rose | A. pose | B. rose |
| 2. rat | A. patte | B. rat |
| 3. rue | A. rue | B. vue |
| 4. rouge | A. rouge | B. bouge |
| 5. rond | A. rond | B. ton |
| 6. rit | A. lit | B. rit |
| 7. raisin | A. raisin | B. paysan |
| 8. ron | A. bon | B. ron |
| 9. regarde | A. tu gardes | B. regarde |
| 10. répond | A. répond | B. dépend |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [r] at the beginning of the word.

1. C'est un rectangle.
2. Tu réponds à la question?
3. La robe est rouge.
4. Le rat aime les roses.
5. Richard aime les raisins.

6. Le ballon n'est pas rond.
7. Regarde le bon restaurant.
8. Le chat est dans la rue.
9. Le roi regarde les chiens.
10. La radio est sur la table.

Written Exercises - Answer Key

- | | | |
|----|--------|---------|
| A. | 1. NON | 6. NON |
| | 2. OUI | 7. OUI |
| | 3. NON | 8. NON |
| | 4. NON | 9. OUI |
| | 5. OUI | 10. OUI |

- | | | | |
|----|--------|---------|---------|
| B. | 1. NON | 6. NON | 11. OUI |
| | 2. OUI | 7. NON | 12. NON |
| | 3. NON | 8. OUI | 13. OUI |
| | 4. NON | 9. OUI | 14. OUI |
| | 5. OUI | 10. NON | 15. OUI |

- | | | |
|----|------|-------|
| C. | 1. B | 6. B |
| | 2. B | 7. A |
| | 3. A | 8. B |
| | 4. A | 9. B |
| | 5. A | 10. A |

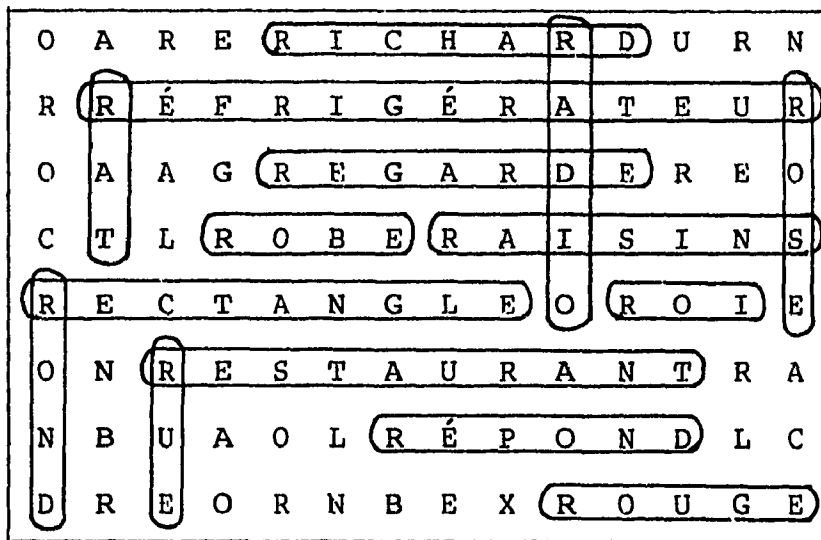
- | | | |
|----|---------------------|------------------------|
| D. | 1. rectangle | 6. rond |
| | 2. répons | 7. regarde, restaurant |
| | 3. robe, rouge | 8. rue |
| | 4. rat, roses | 9. roi, regarde |
| | 5. Richard, raisins | 10. radio |

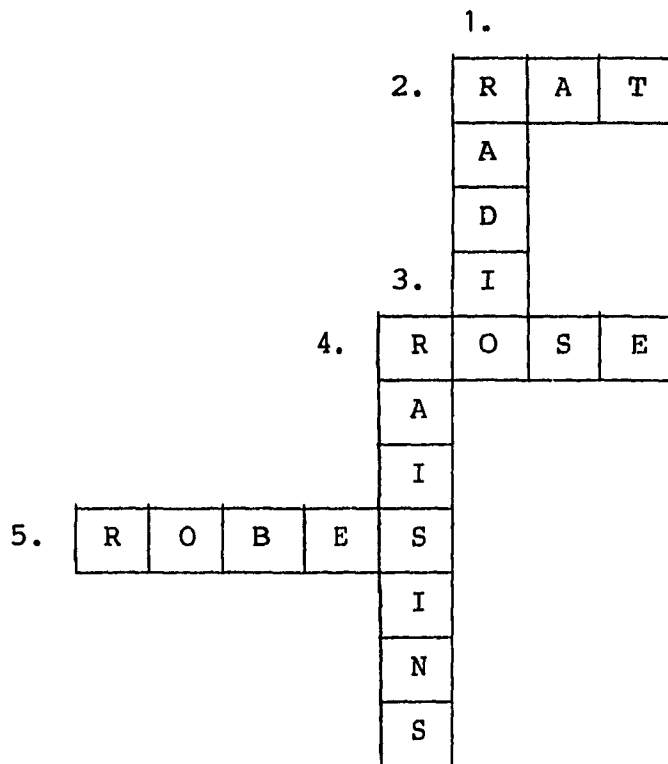
ComptineRa, ra, raLa queue du gros ratRi, ri, ri

La queue d'une souris

Ron, ron, ron

La queue du cochon.

Mots Cachés - Answer KeyComptine/ChansonRosier, plein de rosesRose éclore pour vous, ma belle.Rosier, plein de rosesRose éclore pour vous, mon beau.

Catégorille! - Answer KeyAnagrammes - Answer Key

1. radio
2. raisins
3. robe
4. roi
5. réfrigérateur
6. rectangle
7. rond
8. rat

Written Test

A. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [r] at the beginning of the word.

- | | | | |
|----|-------------|------------|------------|
| 1. | A. ron | B. pon | C. non |
| 2. | A. pose | B. hose | C. rose |
| 3. | A. en garde | B. regarde | C. à garde |
| 4. | A. rien | B. bien | C. sien |
| 5. | A. vue | B. tue | C. rue |

B. You will hear a word. If it contains the sound [r] at the beginning of the word, circle "Oui" on your answer sheet. If not, circle "Non".

1. dépend
2. Robert
3. tiens
4. bouge
5. regarde
6. rouler
7. rester
8. pont
9. réponds
10. relire

C. Look at the picture and listen to the word. If the word contains the sound [r] at the beginning of the word, write "Oui" in the square. If not, write "Non".

1. rat
2. pont
3. raisins
4. rectangle
5. restaurant
6. livre
7. ligne
8. réfrigérateur
9. robe
10. bois

D. Read the sentences. Underline the words which contain the sound [r] at the beginning of the word.

Written Test - Answer Key

- A.
1. A
 2. C
 3. B
 4. A
 5. C

- B.
- | | |
|--------|---------|
| 1. NON | 6. OUI |
| 2. OUI | 7. OUI |
| 3. NON | 8. NON |
| 4. NON | 9. OUI |
| 5. OUI | 10. OUI |

- C.
- | | |
|--------|--------|
| 1. OUI | 6. NON |
| 2. NON | 7. NON |
| 3. OUI | 8. OUI |

- | | |
|--------|---------|
| 4. OUI | 9. OUI |
| 5. OUI | 10. NON |

- D.
1. rouge
 2. regarde, rat
 3. raisins
 4. Robert

Oral Tests

- A. [r]
- rouge
rat
regarde
rose
rue
- J'écoute la radio.
Les raisins sont sur la table.
Ma robe est bleue.
Je vais au restaurant.

- B. [r]
- rue
radio
raisins
robe
restaurant
- Mon crayon est rouge.
Le rat aime le chat.
Je regarde Papa.
La rose est pour Maman.

- | | |
|--------|---------|
| 4. OUI | 9. OUI |
| 5. OUI | 10. NON |

- D.
1. rouge
 2. regarde, rat
 3. raisins
 4. Robert

Oral Tests

- A. [r]
rouge
rat
regarde
rose
rue
J'écoute la radio.
Les raisins sont sur la table.
Ma robe est bleue.
Je vais au restaurant.

- B. [r]
rue
radio
raisins
robe
restaurant
Mon crayon est rouge.
Le rat aime le chat.
Je regarde Papa.
La rose est pour Maman.

Unit 6

The Sound [ɑ]

Flashcards

boîte
canard
année
chat
arbre

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [ɑ]. On your paper, circle the letter "A" or "B" of the word which contains the sound [ɑ]. The sound will be repeated after each pair of words.

1. A. mère
B. mare
[ɑ]
2. A. rue
B. rat
[ɑ]
3. A. chat
B. chaud
[ɑ]
4. A. patte
B. pipe
[ɑ]

5. A. neige
B. nage
[a]
6. A. patte
B. pente
[a]
7. A. sac
B. cinq
[a]
8. A. dot
B. date
[a]
9. A. fa
B. feu
[a]
10. A. port
B. part
[a]

B. You will hear a series of words containing the sound [a]. Repeat the sound or word after the speaker.

[a]

[a]

la

la

ma

ma

ami

ami

voilà

voilà

chatte

chatte

boîte

boîte

canard

canard

malade

malade

a

a

cage

cage

[a]

[a]

- C. You will hear a sentence containing a word or words which contain the sound [a]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [a].

1. C'est à Madame.

à

Madame

2. J'aime la salade.

la

salade

3. Mon ami aime la voiture.

ami

la

voiture

4. Le chat a chaud.
chat
a
5. Il y a des rats dans la cage.
a
rats
la
cage
6. Il va avec Paul.
va
avec
7. La balle est sur la table.
la
balle
la
table
8. Ma poupée est là.
ma
là
9. Je vais avec Paul.
avec
10. Le chat aime les rats.
chat
rats

Pronounce once more the new sound you have learned.

[a]

[a]

Oral Exercises - Answer Key

- | | | | | |
|----|----|---|-----|---|
| A. | 1. | B | 6. | A |
| | 2. | B | 7. | A |
| | 3. | A | 8. | B |
| | 4. | A | 9. | A |
| | 5. | B | 10. | B |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [a], write "Oui" in the square. If it does not contain the sound [a], write "Non".

1. mois
2. dents
3. lampe
4. cage
5. date
6. année
7. tasse
8. balle
9. boîte
10. gant

- B. You will hear fifteen words. If the word contains the sound [a], circle "Oui" on your answer sheet. If the word does not contain the sound [a], circle "Non".

1. Panama
2. races

3. mais
4. feu
5. pale
6. art
7. soin
8. salade
9. chat
10. tache
11. ton
12. balle
13. cinq
14. mare
15. neige

C. You will hear two words. If they both contain the sound [d], circle "Oui" on your answer sheet. If not, circle "Non".

- | | |
|--------------|-----------|
| 1. A. par | B. gomme |
| 2. A. mais | B. mare |
| 3. A. date | B. pape |
| 4. A. feu | B. part |
| 5. A. sac | B. soi |
| 6. A. code | B. sac |
| 7. A. rave | B. gare |
| 8. A. pale | B. salade |
| 9. A. malade | B. coeur |
| 10. A. tasse | B. voilà |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [a].

1. La chatte est dans la cuisine.
2. C'est mon ami.
3. Le canard est jaune.
4. Le chat est malade.
5. J'aime la salade.
6. Non, ce n'est pas un rat.
7. Les balles sont dans le salon.
8. Ma soeur est malade.

Written Exercises - Answer Key

- | | | |
|----|--------|---------|
| A. | 1. OUI | 6. OUI |
| | 2. NON | 7. OUI |
| | 3. NON | 8. OUI |
| | 4. OUI | 9. OUI |
| | 5. OUI | 10. NON |

- | | | | |
|----|--------|---------|---------|
| B. | 1. OUI | 6. OUI | 11. NON |
| | 2. OUI | 7. NON | 12. OUI |
| | 3. NON | 8. OUI | 13. NON |
| | 4. NON | 9. OUI | 14. OUI |
| | 5. OUI | 10. OUI | 15. NON |

- | | | |
|----|--------|---------|
| C. | 1. NON | 6. NON |
| | 2. NON | 7. OUI |
| | 3. OUI | 8. OUI |
| | 4. NON | 9. NON |
| | 5. OUI | 10. OUI |

- | | | |
|----|-------------------|---------------|
| D. | 1. la, chatte, la | 5. la, salade |
| | 2. ami | 6. pas, rat |

3. canard

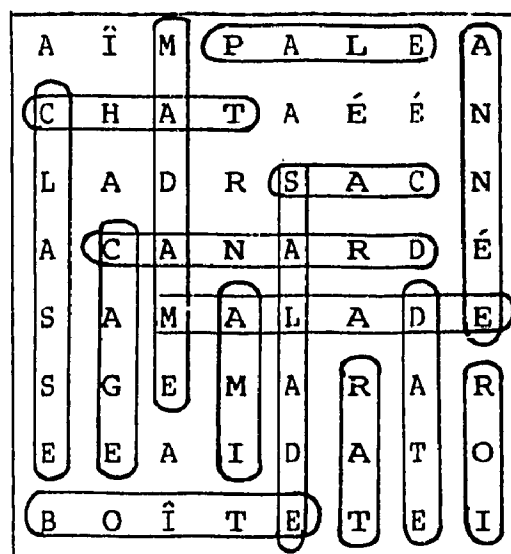
7. balles, salon

4. chat, malade

8. ma, malade

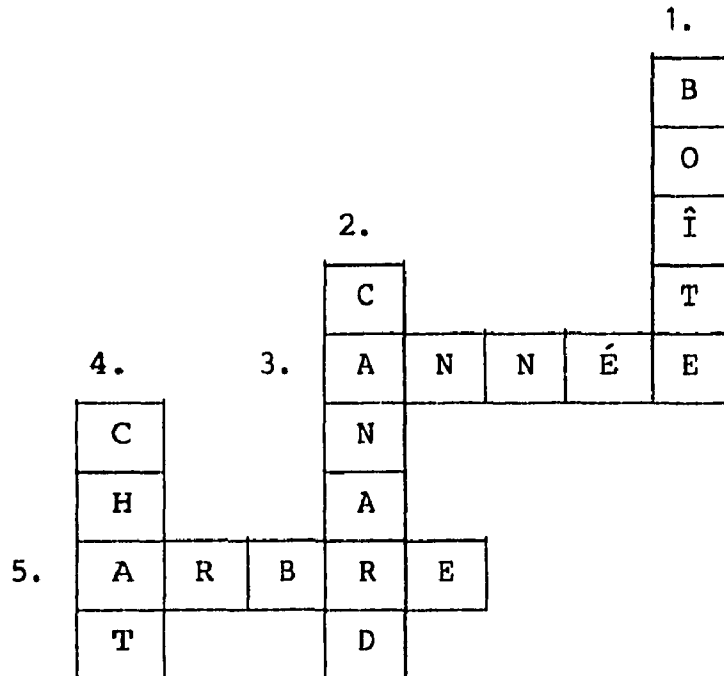
Comptine

La petite chatte de ma tante Josée
 est bien malade, en grand danger;
 le docteur lui tâte le pouls,
 pauvre petite chatte, elle a mal partout.

Mots Cachés - Answer KeyComptine/Chanson

Jamais on n'a vu, jamais on ne verra,
 un petit chien porter des lunettes,
jamais on n'a vu, jamais on ne verra,
 la queue d'une souris dans l'oreille d'un chat.

Catégorille! - Answer Key



Anagrammes - Answer Key

1. boîte
2. canard
3. arbre
4. cage
5. rat
6. roi
7. sac
8. tasse

Written Test

- A. You will hear two words. After a slight pause, one word will be repeated. If the repeated word contains the sound [a], circle "Oui" on your answer sheet. If not, circle "Non".

- | | | | |
|----|----------|-----------|----------|
| 1. | A. balle | B. boule | - balle |
| 2. | A. mais | B. ma | - mais |
| 3. | A. aima | B. aimait | - aimait |
| 4. | A. dot | B. date | - date |
| 5. | A. sac | B. soc | - sac |

B. You will hear a word. If it contains the sound [d], circle "Oui" on your answer sheet. If not, circle "Non".

1. ma
2. thé
3. rat
4. moi
5. fa
6. bis
7. tabac
8. mère
9. neige
10. départ

C. Look at the picture and listen to the word. If the word contains the sound [d], write "Oui" in the square. If not, write "Non".

1. tasse
2. sac
3. pipe
4. billes
5. date
6. neige
7. boîte

- 8. madame
- 9. plume
- 10. arbre

D. Read the sentences. Underline the words which contain the sound [a].

Written Test - Answer Key

- A.
- 1. OUI
 - 2. NON
 - 3. NON
 - 4. OUI
 - 5. OUI

- B.
- | | |
|--------|---------|
| 1. OUI | 6. NON |
| 2. NON | 7. OUI |
| 3. OUI | 8. NON |
| 4. OUI | 9. NON |
| 5. OUI | 10. OUI |

- C.
- | | |
|--------|---------|
| 1. OUI | 6. NON |
| 2. OUI | 7. OUI |
| 3. NON | 8. OUI |
| 4. NON | 9. NON |
| 5. OUI | 10. OUI |

- D.
- 1. ami
 - 2. la, cage
 - 3. rat
 - 4. madame

Oral Tests

A. [â]

chat

date

cage

ami

sac

C'est un rat.Je veux une tasse du thé.C'est mon canard.Un livre est sur une boîte.

B. [â]

rat

tasse

balle

canard

boîte

C'est mon chat.C'est mon ami.Une souris est dans une cage.Les bonbons sont dans le sac.

Unit 7

The Sound [e]

Flashcards

chantez

pied

nez

école

cahier

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [e]. On your paper, circle the letter "A" or "B" of the word which contains the sound [e]. The sound will be repeated after each pair of words.

1. A. thé

B. toux

[e]

2. A. des

B. dos

[e]

3. A. deux

B. dé

[e]

4. A. fée

B. fou

[e]

5. A. chant
B. chez
[e]
6. A. j'eux
B. j'ai
[e]
7. A. ses
B. sa
[e]
8. A. bleu
B. blé
[e]
9. A. pré
B. prix
[e]
10. A. allez
B. allô
[e]

B. You will hear a series of words containing the sound [e]. Repeat the sound or word after the speaker.

[e]

[e]

les

les

thé

thé

nez

nez

école

école

cahier
cahier
chantez
chantez
pied
pied
pompier
pompier
café
café
bébé
bébé
[e]
[e]

C. You will hear a sentence containing a word or words which contain the sound [e]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [e].

1. C'est l'été.
été
2. J'aime le thé.
aime
thé
3. Elle a un bébé.
bébé
4. Paul est pompier.
pompier
5. Voici ton cahier.
cahier

6. C'est le café où le thé?
café
thé
7. Il a un gros nez.
nez
8. Il a ses livres chez Paul.
ses
chez
9. J'ai un cahier et des bonbons.
ai
cahier
des
10. Donne-moi un café.
café

Pronounce once more the new sound you have learned.

[e]

[e]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. A | 6. B |
| | 2. A | 7. A |
| | 3. B | 8. B |
| | 4. A | 9. A |
| | 5. B | 10. A |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [e], write "Oui" in the

square. If it does not contain the sound [e], write "Non".

1. deux
2. fâché
3. vase
4. balle
5. thé
6. année
7. pied
8. oeuf
9. pipe
10. date

B. You will hear fifteen words. If the word contains the sound [e], circle "Oui" on your answer sheet. If the word does not contain the sound [e], circle "Non".

1. feu
2. blé
3. mets
4. qui
5. laver
6. navets
7. gai
8. aimer
9. prix
10. gomme
11. nez
12. nage
13. savez

- 14. chez
- 15. pré

C. You will hear two words. If they both contain the sound [e], circle "Oui" on your answer sheet. If not, circle "Non".

- | | |
|--------------|-----------|
| 1. A. des | B. aimer |
| 2. A. abbé | B. thé |
| 3. A. chez | B. bleu |
| 4. A. bondé | B. gai |
| 5. A. dais | B. près |
| 6. A. pré | B. fâché |
| 7. A. mots | B. caché |
| 8. A. cousin | B. des |
| 9. A. laver | B. dos |
| 10. A. ses | B. entrez |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [e].

- 1. J'aime du thé.
- 2. Son nez est très grand.
- 3. La fée est belle.
- 4. C'est l'été.
- 5. J'ai un cahier.
- 6. Tu as ses crayons?
- 7. Mes cahiers sont sur la table.
- 8. C'est mon nez et mes pieds.
- 9. Les livres sont sous mes pantalons.

Written Exercises - Answer Key

- A. 1. NON 6. OUI
 2. OUI 7. OUI
 3. NON 8. NON
 4. NON 9. NON
 5. OUI 10. NON

- B. 1. NON 6. NON 11. OUI
 2. OUI 7. OUI 12. NON
 3. NON 8. OUI 13. OUI
 4. NON 9. NON 14. OUI
 5. OUI 10. NON 15. OUI

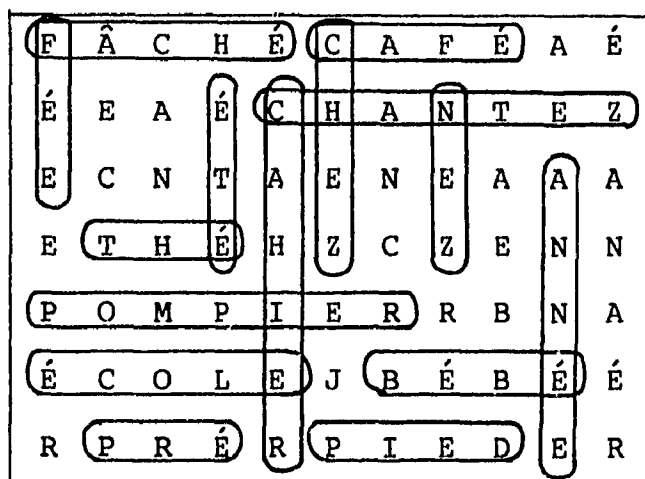
- C. 1. OUI 6. OUI
 2. OUI 7. NON
 3. NON 8. NON
 4. OUI 9. NON
 5. NON 10. OUI

- D. 1. aime, thé 6. ses
 2. nez 7. mes, cahiers
 3. fée 8. nez, mes, pieds
 4. été 9. des, mes
 5. ai, cahier

Comptine

Au feu les pompiers,
 la maison qui brûle,
 ce n'est pas moi qui l'ai brûlée,
 ce sont les petits pompiers.

Mots Cachés - Answer Key



Comptine/Chanson

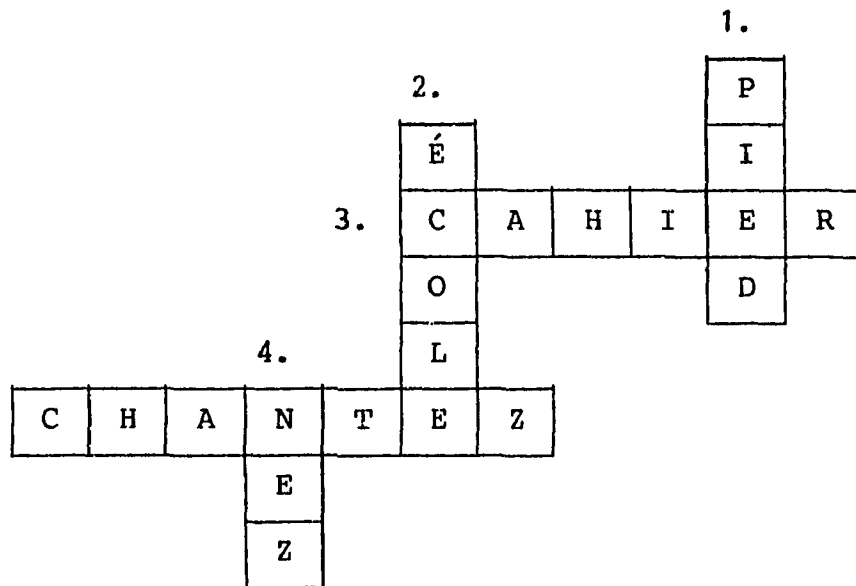
Frère Jacques, Frère Jacques,

Dormez-vous? Dormez-vous?

Sonnez les matins, sonnez les matins.

Din, din, don, din, din, don.

Catégorille! - Answer Key



Mots Croisés - Answer Key

1. thé
2. pied/pompiers
3. des
4. café
5. école
6. chez
7. cahier
8. fâché
9. été
10. année

Written Test

- A. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [e].

- | | | | |
|----|---------|----------|--------|
| 1. | A. thé | B. tu | C. ton |
| 2. | A. deux | B. dans | C. dé |
| 3. | A. fée | B. fou | C. feu |
| 4. | A. non | B. nains | C. nez |
| 5. | A. bleu | B. blanc | C. blé |

B. You will hear a word. If it contains the sound [e], circle "Oui" on your answer sheet. If not, circle "Non".

1. dans
2. thé
3. deux
4. pompier
5. nez
6. bleu
7. café
8. blé
9. cahier
10. état

C. Look at the picture and listen to the word. If the word contains the sound [e], write "Oui" in the square. If not, write "Non".

1. balle
2. nez
3. neige
4. café
5. école
6. livre
7. fée

8. carottes

9. jupe

10. thé

D. Read the sentences. Underline the words which contain the sound [e].

Written Test - Answer Key

A. 1. A

2. C

3. A

4. C

5. C

B. 1. NON

6. NON

2. OUI

7. OUI

3. NON

8. OUI

4. OUI

9. OUI

5. OUI

10. OUI

C. 1. NON

6. NON

2. OUI

7. OUI

3. NON

8. NON

4. OUI

9. NON

5. OUI

10. OUI

D. 1. nez

2. pieds

3. aime, café

4. thé

Oral Tests

A. [e]

thé

pied

fée

fâché

mes

Son nez est grand.Je veux du café.Son cahier est sous le lit.Le pompier est petit.

B. [e]

nez

café

ses

cahier

pompier

Je veux du thé.C'est mon pied.La fée est belle.Il est fâché.

Unit 8

The Sound [ʁ]

Flashcards

campagne
peigne
agneau
oignon
montagne

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [ʁ]. On your paper, circle the letter "A" or "B" of the word which contains the sound [ʁ]. The sound will be repeated after each pair of words.

1. A. Avignon
B. non
[ʁ]
2. A. vin
B. vigne
[ʁ]
3. A. peigne
B. pain
[ʁ]
4. A. montagne
B. montage
[ʁ]

5. A. camper
B. campagne
[ʁ]
6. A. oignon
B. ah non
[ʁ]
7. A. mignon
B. menton
[ʁ]
8. A. digne
B. dîner
[ʁ]
9. A. ah non
B. agneau
[ʁ]
10. A. lien
B. ligne
[ʁ]

B. You will hear a series of words containing the sound [ʁ]. Repeat the sound or word after the speaker.

[ʁ]

[ʁ]

vigne

vigne

oignon

oignon

peigne

peigne

agneau

agneau

campagne

campagne

Avignon

Avignon

montagne

montagne

digne

digne

signer

signer

soigner

soigner

[ʁ]

[ʁ]

- C. You will hear a sentence containing a word or words which contain the sound [ʁ]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [ʁ].

1. Il mange des oignons.
oignons
2. Regarde le petit agneau.
agneau
3. C'est mon peigne.
peigne
4. J'aime le campagne.
campagne
5. Avignon est en France.
Avignon
6. Dessine une ligne avec ton crayon.
ligne

7. L'agneau est sous l'arbre.
agneau
8. Tu aimes les oignons?
oignons
9. Regarde la montagne.
montagne
10. Il va à la campagne.
campagne

Pronounce once more the new sound you have learned.

[ʁ]

[ʁ]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. A | 6. A |
| | 2. B | 7. A |
| | 3. A | 8. A |
| | 4. A | 9. B |
| | 5. B | 10. B |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [ʁ], write "Oui" in the square. If it does not contain the sound [ʁ], write "Non".

1. peigne
2. avion
3. billes

4. ligne
5. agneau
6. chapeau
7. gâteau
8. orange
9. oignon
10. montagne

B. You will hear fifteen words. If the word contains the sound [ʒ], circle "Oui" on your answer sheet. If the word does not contain the sound [ʒ], circle "Non".

1. pantalon
2. vin
3. soigner
4. content
5. chapeau
6. signer
7. banane
8. singe
9. vigne
10. nettoyer
11. répons
12. oignon
13. campagne
14. à gauche
15. triangle

C. You will hear one word. After a slight pause, you will hear two words. Circle the letter "A" or "B" of the word which is exactly the same as the first word.

- | | | |
|--------------|-------------|-------------|
| 1. ligne | A. lin | B. ligne |
| 2. vigne | A. vin | B. vigne |
| 3. campagne | A. campagne | B. camper |
| 4. oignon | A. ah non | B. oignon |
| 5. peigne | A. peigne | B. pain |
| 6. agneau | A. agneau | B. ah non |
| 7. mignon | A. mignon | B. mais non |
| 8. soigner | A. sois née | B. soigner |
| 9. Avignon | A. Avignon | B. avion |
| 10. montagne | A. montagne | B. montage |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [p].

1. La vigne est dans la campagne.
2. Où est mon peigne?
3. Il aime les oignons.
4. L'agneau est sur la montagne.
5. Il y a des vignes en Avignon.
6. Tu vas signer la lettre.
7. Tu dessines une ligne.
8. Paul est dans la campagne? Non, il est dans les montagnes.
9. Le cheval et l'agneau sont dans la campagne.
10. La peigne est rouge.

Written Exercises - Answer Key

- | | | |
|----|--------|--------|
| A. | 1. OUI | 6. NON |
| | 2. NON | 7. NON |
| | 3. NON | 8. NON |

4. OUI 9. OUI

5. OUI 10. OUI

B.	1.	NON	6.	OUI	11.	NON
	2.	NON	7.	NON	12.	OUI
	3.	OUI	8.	NON	13.	OUI
	4.	NON	9.	OUI	14.	NON
	5.	NON	10.	NON	15.	NON

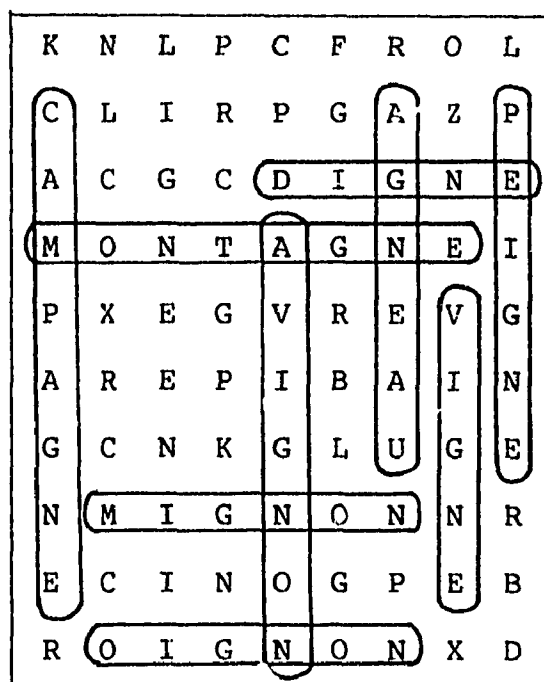
C.	1.	B	6.	A
	2.	B	7.	A
	3.	A	8.	B
	4.	B	9.	A
	5.	A	10.	A

D.	1.	vigne, campagne	6.	signer
	2.	peigne	7.	ligne
	3.	oignons	8.	campagne, montagnes
	4.	agneau, montagne	9.	agneau, campagne
	5.	vignes, Avignon	10.	peigne

Comptine

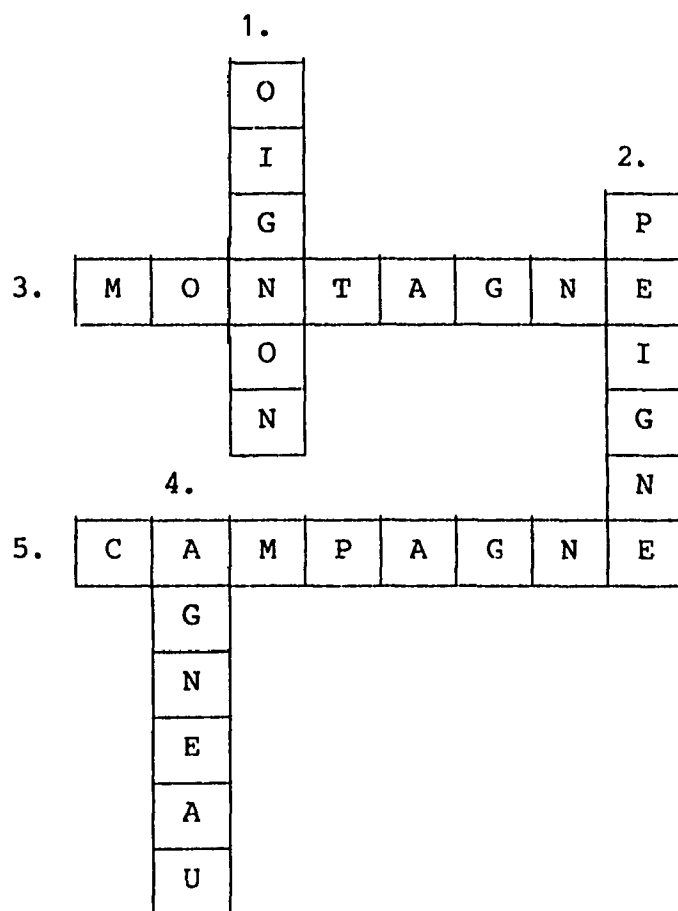
Charlemagne,
Roi d'Espagne,
 Empereur,
 Roi de Vainqueurs.

Mots Cachés - Answer Key



Comptine/Chanson

Chantons la vigne,
 la voilà la jolie vigne,
vigné, vigné, vignons le vin.
 La voilà la jolie vigne à vin,
 la voilà la jolie vigne.

Catégorille! - Answer KeyAnagrammes - Answer Key

1. vigne
2. montagne
3. oignons
4. ligne
5. peigne
6. agneau
7. campagne

Written Test

A. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [ʁ].

- | | | | |
|----|-------------|------------|-------------|
| 1. | A. mais non | B. mignon | C. minou |
| 2. | A. ligne | B. lin | C. lien |
| 3. | A. pain | B. père | C. peigne |
| 4. | A. montage | B. montant | C. montagne |
| 5. | A. campagne | B. camping | C. camper |

B. You will hear a word. If it contains the sound [ʁ], circle "Oui" on your answer sheet. If not, circle "Non".

1. gagner
2. menton
3. dîner
4. soin
5. digne
6. pain
7. oignon
8. signer
9. montage
10. vigne

C. Look at the picture and listen to the word. If the word contains the sound [ʁ], write "Oui" in the square. If not, write "Non".

1. vin
2. campagne

3. pain
4. plume
5. agneau
6. vigne
7. content
8. oignon
9. ligne
10. crayon

D. Read the sentences. Underline the words which contain the sound [ʁ].

Written Test - Answer Key

- A.
1. B
 2. A
 3. C
 4. C
 5. A

- | | | |
|----|--------|---------|
| B. | 1. OUI | 6. NON |
| | 2. NON | 7. OUI |
| | 3. NON | 8. OUI |
| | 4. NON | 9. NON |
| | 5. OUI | 10. OUI |

- | | | |
|----|--------|---------|
| C. | 1. NON | 6. OUI |
| | 2. OUI | 7. NON |
| | 3. NON | 8. OUI |
| | 4. NON | 9. OUI |
| | 5. OUI | 10. NON |

- D. 1. ligne
2. vignes, Avignon
3. agneau
4. mignon

Oral Tests

- A. [ʁ]
vigne
oignon
campagne
Avignon
digne
Regarde l'agneau blanc!
La neige est sur la montagne.
J'ai une peigne.
Avignon est en France.

- B. [ʁ]
peigne
agneau
montagne
Avignon
signe
J'aime les oignons.
Il va à la campagne.
Il y a des vignes en France.
Où est Avignon?

Unit 9

The Sound [w]

Flashcards

oiseau
boîte
noir
poire
bois

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [w]. On your paper, circle the letter "A" or "B" of the word which contains the sound [w]. The sound will be repeated after each pair of words.

1. A. fois
B. fous
[w]
2. A. tout
B. toi
[w]
3. A. va
B. voit
[w]
4. A. roi
B. rats
[w]

5. A. chats
B. choix
[w]
6. A. patte
B. pois
[w]
7. A. sien
B. soin
[w]
8. A. moi
B. mon
[w]
9. A. toi
B. tout
[w]
10. A. moins
B. mains
[w]

B. You will hear a series of words containing the sound [w]. Repeat the sound or word after the speaker.

[w]

[w]

oui

oui

soir

soir

oiseau

oiseau

boîte

boîte

noir

noir

bois

bois

toi

toi

coin

coin

moi

moi

fois

fois

[w]

[w]

- C. You will hear a sentence containing a word or words which contain the sound [w]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [w].

1. C'est à moi.

moi

2. Oui, c'est vrai.

oui

3. C'est un oiseau noir.

oiseau

noir

4. Tu as un choix.

choix.

5. Il a soif.

soif

6. J'aime les petits pois.
pois
7. C'est une poire.
poire
8. Le soir, je mange le dîner.
soir
9. C'est un mois.
mois
10. Il a une boîte.
boîte

Pronounce once more the new sound you have learned.

[w]

[w]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. A | 6. B |
| | 2. B | 7. B |
| | 3. B | 8. A |
| | 4. A | 9. A |
| | 5. B | 10. A |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [w], write "Oui" in the square. If it does not contain the sound [w], write "Non".

1. oeuf

2. oiseau
3. boîte
4. neuf
5. yeux
6. fleurs
7. toit
8. poire
9. fruits
10. trois

B. You will hear fifteen words. If the word contains the sound [w], circle "Oui" on your answer sheet. If the word does not contain the sound [w], circle "Non".

1. sien
2. tout
3. moi
4. chat
5. roi
6. poire
7. chou
8. voile
9. point
10. coin
11. l'état
12. quand
13. soif
14. ouest
15. choix

C. Circle "S" if the two words you hear are exactly the same and "D" if they are different.

- | | |
|--------------|----------|
| 1. A. joints | B. juin |
| 2. A. loin | B. lon |
| 3. A. soin | B. soïn |
| 4. A. lui | B. Louis |
| 5. A. pois | B. puis |
| 6. A. soif | B. soïf |
| 7. A. doit | B. doït |
| 8. A. voile | B. voïle |
| 9. A. mien | B. moins |
| 10. A. toïts | B. toïts |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [w].

1. Ce soir tu vas à l'école.
2. Ce n'est pas à moi; c'est à toi.
3. J'aime les poires jaunes.
4. Le toit n'est pas noir.
5. Il y a un oiseau dans l'arbre.
6. Il y a des poires dans la boîte.
7. Oui, c'est à moi.
8. Paul a soif.
9. Les trois garçons sont dans les bois.
10. Elle aime les pois.

Written Exercises - Answer Key

- | | | |
|----|--------|--------|
| A. | 1. NON | 6. NON |
|----|--------|--------|

- | | |
|--------|---------|
| 2. OUI | 7. OUI |
| 3. OUI | 8. OUI |
| 4. NON | 9. NON |
| 5. NON | 10. OUI |

- | | | | |
|----|--------|---------|---------|
| B. | 1. NON | 6. OUI | 11. NON |
| | 2. NON | 7. NON | 12. NON |
| | 3. OUI | 8. OUI | 13. OUI |
| | 4. NON | 9. OUI | 14. OUI |
| | 5. OUI | 10. OUI | 15. OUI |

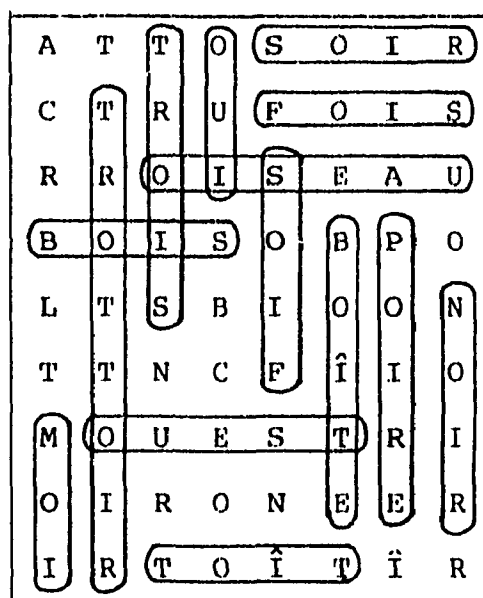
- | | | |
|----|------|-------|
| C. | 1. D | 6. S |
| | 2. D | 7. S |
| | 3. S | 8. S |
| | 4. D | 9. D |
| | 5. D | 10. S |

- | | | |
|----|---------------|------------------|
| D. | 1. soir | 6. poires, boîte |
| | 2. moi, toi | 7. oui, moi |
| | 3. poires | 8. soif |
| | 4. toit, noir | 9. trois, bois |
| | 5. oiseau | 10. pois |

Comptine

Hier au soir,
 il faisait noir,
 sur le trottoir.
 Boum!

Mots Cachés - Answer Key



Comptine/Chanson

Coua! Coua! Coua!

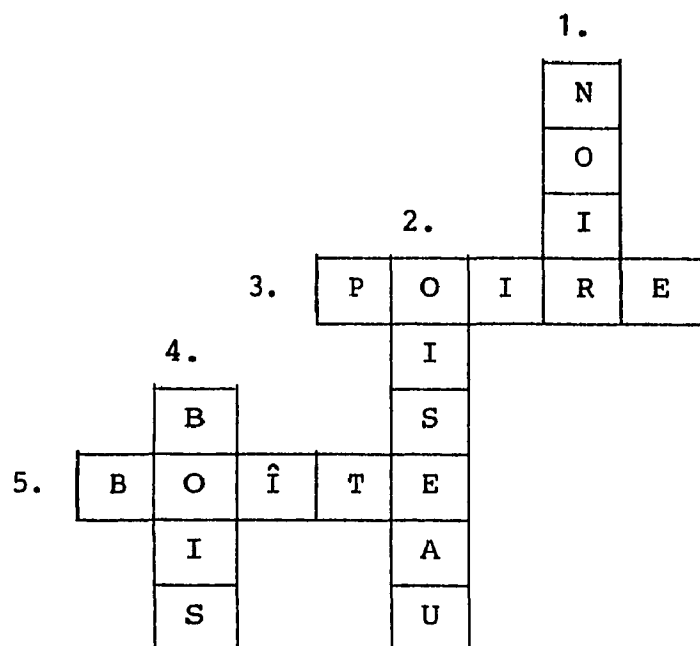
Les corbeaux sont dans les bois

qui mangent la soupe aux pois

sur le toit

s'il en manque un, c'est toi.

Catégorille! - Answer Key



Anagrammes - Answer Key

1. soir
2. poire
3. oiseau
4. pois
5. trois
6. bois
7. ouest
8. boîte

Written Test

- A. You will hear two words. If they both contain the sound [w], circle "Oui" on your answer sheet. If not, circle "Non".

- | | | |
|----|----------|----------|
| 1. | A. lois | B. loin |
| 2. | A. choix | B. chou |
| 3. | A. coin | B. quand |
| 4. | A. soif | B. voile |
| 5. | A. rois | B. roues |

B. You will hear a word. If it contains the sound [w], circle "Oui" on your answer sheet. If not, circle "Non".

1. point
2. boîte
3. lui
4. soir
5. juin
6. oiseau
7. noir
8. bois
9. fleur
10. mien

C. Look at the picture and listen to the word. If the word contains the sound [w], write "Oui" in the square. If not, write "Non".

1. monsieur
2. huit
3. rose
4. mois
5. lettre
6. roi
7. poire

- 8. soleil
- 9. oiseau
- 10. nez

D. Read the sentences. Underline the words which contain the sound [w].

Written Test - Answer Key

- A.
- 1. OUI
 - 2. NON
 - 3. NON
 - 4. OUI
 - 5. NON

- B.
- | | |
|--------|---------|
| 1. OUI | 6. OUI |
| 2. OUI | 7. OUI |
| 3. NON | 8. OUI |
| 4. OUI | 9. NON |
| 5. NON | 10. NON |

- C.
- | | |
|--------|---------|
| 1. NON | 6. OUI |
| 2. NON | 7. OUI |
| 3. NON | 8. NON |
| 4. OUI | 9. OUI |
| 5. NON | 10. NON |

- D.
- 1. trois, fois
 - 2. poire
 - 3. pourquoi
 - 4. coin

Oral Tests

A. [w]

oui

oiseau

toît

poire

soif

C'est à moi.Tu as une boîte.C'est un pantalon noir.Ce soir, je mange une pomme.

B. [w]

moi

boîte

noir

fois

soir

Oui, c'est mon livre.Ton oiseau est grand.Le toît est rouge.Tu manges la poire?

Unit 10**The Sound [oe]****Flashcards**

coeur
fleur
neuf
oeuf
heure

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [oe]. On your paper, circle the letter "A" or "B" of the word which contains the sound [oe]. The sound will be repeated after each pair of words.

1. A. coeur
B. cure
[oe]
2. A. l'air
B. l'heure
[oe]
3. A. neuf
B. nef
[oe]
4. A. jeune
B. jeûne
[oe]

5. A. pour
B. peur
[oe]
6. A. flair
B. fleur
[oe]
7. A. veuve
B. vive
[oe]
8. A. neuf
B. nef
[oe]
9. A. beurre
B. bure
[oe]
10. A. ville
B. veule
[oe]

B. You will hear a series of words containing the sound [oe]. Repeat the sound or word after the speaker.

[oe]

[oe]

veule

veule

fleurs

fleurs

soeur

soeur

oeuf

oeuf

coeur
coeur
neuf
neuf
heure
heure
jeune
jeune
peur
peur
beurre
beurre
[oe]
[oe]

- C. You will hear a sentence containing a word or words which contain the sound [oe]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [oe].

1. C'est ma fleur.
fleur
2. La coeur est rouge.
coeur
3. C'est un oeuf.
oeuf
4. J'ai neuf balles.
neuf
5. Elle est jeune.
jeune
6. Je veux un oeuf.
oeuf

7. Il y a neuf fleurs ici.
neuf
fleurs
8. C'est une jeune fille.
jeune
9. Il pleut dehors.
pleut
10. Ma soeur a deux crayons.
soeur

Pronounce once more the new sound you have learned.

[oe]

[oe]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. A | 6. B |
| | 2. B | 7. A |
| | 3. A | 8. A |
| | 4. A | 9. A |
| | 5. B | 10. B |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [oe], write "Oui" in the square. If it does not contain the sound [oe], write "Non".

1. deux
2. feu

3. jus
4. couteau
5. neuf
6. coeur
7. fleur
8. pied
9. heure
10. vin

B. You will hear fifteen words. If the word contains the sound [oe], circle "Oui" on your answer sheet. If the word does not contain the sound [oe], circle "Non".

1. feux
2. nez
3. ans
4. jeune
5. neuf
6. pleut
7. beurre
8. soeur
9. pour
10. rouge
11. bleu
12. jaune
13. peur
14. jeux
15. leur

- C. You will hear two words. One word will be repeated. If the repeated word contains the sound [oe], circle "Oui" on your answer sheet. If the word does not contain the sound [oe], circle "Non".

- | | | |
|--------------|----------|---------|
| 1. A. par | B. peur | - par |
| 2. A. beurre | B. bure | - bure |
| 3. A. coeur | B. cure | - coeur |
| 4. A. pour | B. peur | - pour |
| 5. A. sur | B. soeur | - soeur |
| 6. A. neuf | B. nef | - neuf |
| 7. A. vin | B. voeu | - voeu |
| 8. A. flair | B. fleur | - flair |
| 9. A. ville | B. veule | - veule |
| 10. A. veuve | B. vive | - veuve |

- D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [oe].

1. Ma soeur aime des fleurs rouges.
2. C'est un jeune garçon et sa soeur.
3. C'est un oeuf blanc.
4. J'ai neuf crayons bleus.
5. C'est une jeune fille.
6. Dessine une coeur rouge et un oeuf.
7. Donne-moi deux fleurs jaunes.
8. J'aime la beurre.
9. Elle a peur de la jeune fille.
10. Tu as une fleur pour sa soeur.

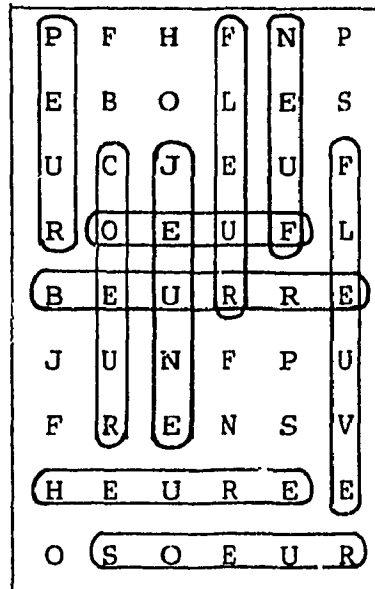
Written Exercises - Answer Key

- | | | | |
|----|------------------|------------------|---------|
| A. | 1. NON | 6. OUI | |
| | 2. NON | 7. OUI | |
| | 3. NON | 8. NON | |
| | 4. NON | 9. OUI | |
| | 5. OUI | 10. NON | |
| B. | 1. NON | 6. NON | 11. NON |
| | 2. NON | 7. OUI | 12. NON |
| | 3. NON | 8. OUI | 13. OUI |
| | 4. OUI | 9. NON | 14. NON |
| | 5. OUI | 10. NON | 15. OUI |
| C. | 1. NON | 6. OUI | |
| | 2. NON | 7. OUI | |
| | 3. OUI | 8. NON | |
| | 4. NON | 9. OUI | |
| | 5. OUI | 10. OUI | |
| D. | 1. soeur, fleurs | 6. coeur, oeuf | |
| | 2. jeune, soeur | 7. fleurs | |
| | 3. oeuf | 8. beurre | |
| | 4. neuf | 9. peur, jeune | |
| | 5. jeune | 10. fleur, soeur | |

Comptine

Je veux des fleurs
rouges et bleues
Pour mes deux soeurs
qui aiment les oeufs.

Mots Cachés - Answer Key



Comptine/Chanson

Un lutin se promène
 au jardin de Marjolaine;
 il cueille ici, il cueille là,
 une petite fleur et puis s'en va!

Written Test

A. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [œ].

- | | | | |
|----|----------|----------|----------|
| 1. | A. heure | B. hors | C. air |
| 2. | A. nef | B. nef | C. neuf |
| 3. | A. corps | B. coeur | C. car |
| 4. | A. peur | B. pour | C. père |
| 5. | A. flair | B. flair | C. fleur |

B. You will hear a word. If it contains the sound [œ], circle "Oui" on your answer sheet. If not, circle "Non".

1. couteau
2. soeur
3. jaune
4. fleuve
5. fleur
6. neuf
7. élève
8. deux
9. peur
10. bonbon

C. Look at the picture and listen to the word. If the word contains the sound [œ], write "Oui" in the square. If not, write "Non".

1. œuf
2. arbre

3. coeur
4. fleur
5. lettre
6. parc
7. pipe
8. beurre
9. neuf
10. pantalon

D. Read the sentences. Underline the words which contain the sound [oe].

Written Test - Answer Key

- A.
1. A
 2. C
 3. B
 4. A
 5. C

- B.
- | | |
|--------|---------|
| 1. NON | 6. OUI |
| 2. OUI | 7. NON |
| 3. NON | 8. NON |
| 4. OUI | 9. OUI |
| 5. OUI | 10. NON |

- C.
- | | |
|--------|---------|
| 1. OUI | 6. NON |
| 2. NON | 7. NON |
| 3. OUI | 8. OUI |
| 4. OUI | 9. OUI |
| 5. NON | 10. NON |

- D. 1. fleur, soeur
2. coeur
3. jeune
4. beurre

Oral Tests

- A. [oe]
coeur
neuf
jeune
beurre
fleur
Elle a peur.
C'est une belle fleur.
C'est sa soeur et son frère.
La coeur est rouge.

- B. [oe]
coeur
neuf
jeune
soeur
fleur
La fille est jeune.
C'est l'heure.
Je n'ai pas de beurre.
Tu as une fleur.

Unit 11**The Sound [y]**Flashcards

plume
musique
jupe
une
lune

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [y]. On your paper, circle the letter "A" or "B" of the word which contains the sound [y]. The sound will be repeated after each pair of words.

1. A. la vie
B. la vue
[y]
2. A. il fit
B. il fut
[y]
3. A. vue
B. vous
[y]
4. A. les joues
B. les jus
[y]

5. A. paru
B. paré
[y]
6. A. les rues
B. les roues
[y]
7. A. tout
B. tu
[y]
8. A. sieur
B. sur
[y]
9. A. ligne
B. lune
[y]
10. A. du
B. doux
[y]

B. You will hear a series of words containing the sound [y]. Repeat the sound or word after the speaker.

[y]

[y]

bu

bu

mue

mue

tue

tue

vu

vu

jus
jus
rue
rue
lu
lu
jupe
jupe
mur
mur
dur
dur
[y]
[y]

C. You will hear a sentence containing a word or words which contain the sound [y]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [y].

1. Il est dans la rue.
rue
2. Elle a dix jus.
jus
3. C'est ma jupe et ma fusée.
jupe
fusée
4. Le mur est turquoise.
mur
turquoise

5. J'aime du sucre.
du
sucre
6. La plume est sur la table.
plume
sur
7. Marie joue la musique.
musique
8. La lune est jaune.
lune
9. C'est une surprise!
une
surprise
10. Le sucre est dans le sac.
sucre

Pronounce once more the new sound you have learned.

[y]

[y]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. B | 6. A |
| | 2. B | 7. B |
| | 3. A | 8. B |
| | 4. B | 9. B |
| | 5. A | 10. A |

Written Exercises

- A. Look at the picture and listen to the word. If the

word contains the sound [y], write "Oui" in the square. If it does not contain the sound [y], write "Non".

1. fusée
2. une
3. livre
4. fleur
5. plume
6. oeuf
7. musique
8. lune
9. jupe
10. oiseau

B. You will hear fifteen words. If the word contains the sound [y], circle "Oui" on your answer sheet. If the word does not contain the sound [y], circle "Non".

1. plume
2. une
3. tout
4. voulut
5. bleu
6. durer
7. tu
8. porte
9. maison
10. sur
11. sérieuse
12. où

13. auto
14. rue
15. voiture

C. You will hear two words. Circle the letter "A" or "B" of the word which contains the sound [y].

- | | |
|-------------|----------|
| 1. A. lit | B. lu |
| 2. A. lune | B. ligne |
| 3. A. roue | B. ru |
| 4. A. lu | B. lin |
| 5. A. te | B. tu |
| 6. A. sieur | B. sur |
| 7. A. jeu | B. jus |
| 8. A. une | B. un |
| 9. A. du | B. de |
| 10. A. feu | B. fut |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [y].

1. La fusée n'est pas sur la table.
2. Tu aimes cette jupe turquoise?
3. Une plume est dans la rue.
4. Le jus n'est pas là.
5. Elle dessine une lune jaune.
6. C'est une surprise!
7. Le sucre est sur la table.

Written Exercises - Answer Key

- A. 1. OUI 6. NON
 2. OUI 7. OUI
 3. NON 8. OUI
 4. NON 9. OUI
 5. OUI 10. NON

- B. 1. OUI 6. OUI 11. NON
 2. OUI 7. OUI 12. NON
 3. NON 8. NON 13. NON
 4. OUI 9. NON 14. OUI
 5. NON 10. OUI 15. OUI

- C. 1. B 6. B
 2. A 7. B
 3. B 8. A
 4. A 9. A
 5. B 10. B

- D. 1. fusée, sur 5. une, lune
 2. tu, jupe, turquoise 6. une, surprise
 3. une, plume, rue 7. sucre, sur
 4. jus

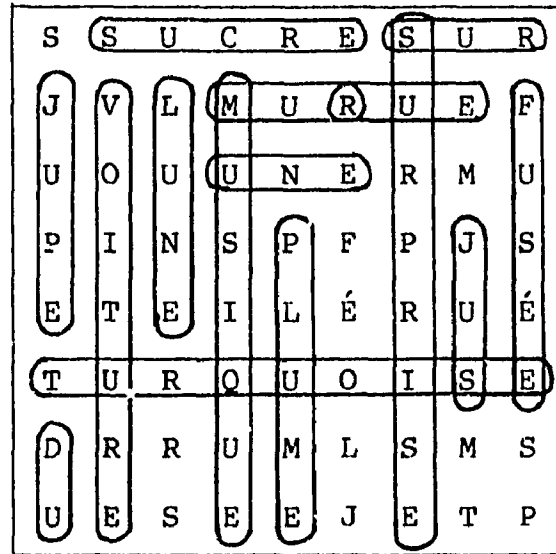
Comptine

Une poule sur un mur

qui picote du pain dur.

Picoti! Picota! Lève le queue
 et puis s'en va!

Mots Cachés - Answer Key

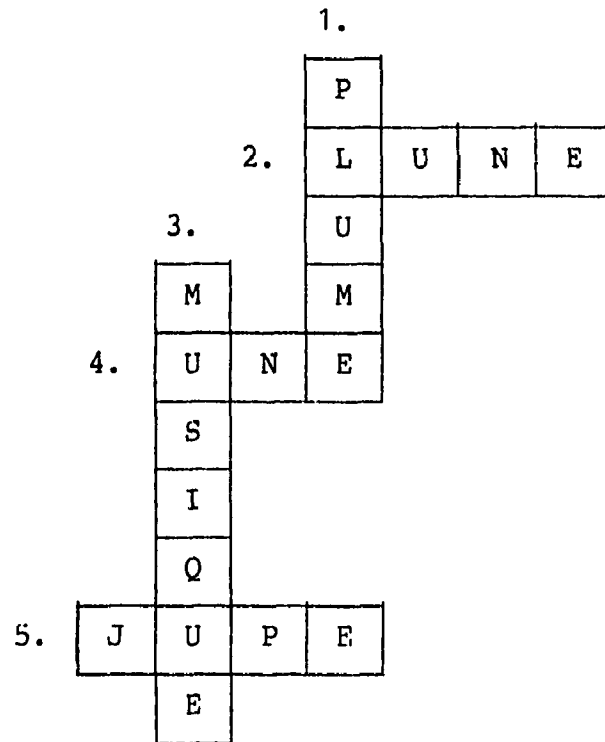


Comptine/Chanson

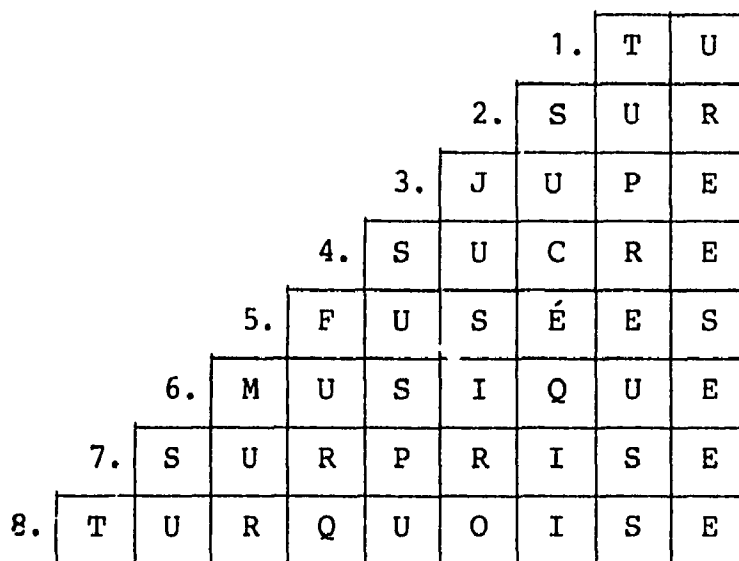
Au claire de la lune
 Mon ami Pierrot
 Prête-moi ta plume
 Pour écrire un mot.

Ma chandelle est morte
 Je n'ai plus de feu
 Ouvre-moi ta porte
 Pour l'amour de Dieu.

Catégorille! - Answer Key



Mots Croisés - Answer Key



Written Test

A. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [y].

- | | | |
|-------------|--------|---------|
| 1. A. tu | B. te | C. ta |
| 2. A. roue | B. ra | C. rue |
| 3. A. de | B. dur | C. deux |
| 4. A. ligne | B. lin | C. lune |
| 5. A. fut | B. feu | C. fou |

B. You will hear a word. If it contains the sound [y], circle "Oui" on your answer sheet. If not, circle "Non".

1. ligne
2. vue
3. turquoise
4. juste
5. lu
6. mystique
7. rouge
8. bu
9. sur
10. dur

C. Look at the picture and listen to the word. If the word contains the sound [y], write "Oui" in the square. If not, write "Non".

1. robe
2. musique

3. livre
4. cahier
5. mur
6. lune
7. stylo
8. plume
9. une
10. fusée

D. Read the sentences. Underline the words which contain the sound [y].

Written Test - Answer Key

- A.
1. A
 2. C
 3. B
 4. C
 5. A

- | | | |
|----|--------|---------|
| B. | 1. NON | 6. NON |
| | 2. OUI | 7. NON |
| | 3. OUI | 8. OUI |
| | 4. OUI | 9. OUI |
| | 5. OUI | 10. OUI |

- | | | |
|----|--------|---------|
| C. | 1. NON | 6. OUI |
| | 2. OUI | 7. NON |
| | 3. NON | 8. OUI |
| | 4. NON | 9. OUI |
| | 5. OUI | 10. OUI |

- D. 1. lune
2. jupe, plume
3. tu, jus

Oral Tests

- A. [y]
musique
plume
une
jus
rue
C'est ma fusée.
La jupe est sous mon lit.
C'est ma surprise.
Le livre est turquoise.

- B. [y]
dur
lune
jupe
rue
surprise
J'aime la musique.
La plume est jaune.
C'est une robe.
Il y a un camion dans la rue.

Unit 12

The Sound [ø]

Flashcards

yeux
feu
heureux
deux
bleu

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [ø]. On your paper, circle the letter "A" or "B" of the word which contains the sound [ø]. The sound will be repeated after each pair of words.

1. A. jeûne
B. Jeanne

[ø]

2. A. fou
B. feu

[ø]

3. A. dos
B. deux

[ø]

4. A. vais
B. veux

[ø]

5. A. jeux
B. jus
[ϕ]
6. A. faux
B. feu
[ϕ]
7. A. bleu
B. blond
[ϕ]
8. A. jeu
B. joue
[ϕ]
9. A. voeu
B. vin
[ϕ]
10. A. dais
B. deux
[ϕ]

B. You will hear a series of words containing the sound [ϕ]. Repeat the sound or word after the speaker.

[ϕ]

[ϕ]

bleu

bleu

mieux

mieux

deux

deux

yeux

yeux

feu
feu
heureux
heureux
oeufs
oeufs
peu
peu
jeux
jeux
pleut
pleut
[ø]
[ø]

C. You will hear a sentence containing a word or words which contain the sound [ø]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [ø].

1. C'est heureux.
heureux
2. Je veux deux oeufs.
veux
deux
oeufs
3. C'est mes yeux.
yeux
4. Oui, Monsieur.
monsieur
5. Il pleut.
pleut

6. Paul a deux yeux bleus.
deux
yeux
bleus
7. Il aime les jeux.
jeux
8. Il a un crayon bleu.
bleu
9. Tu aimes les feux?
feux
10. Je veux un peu.
veux
peu

Pronounce once more the new sound you have learned.

[ø]

[ø]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. A | 6. B |
| | 2. B | 7. A |
| | 3. B | 8. A |
| | 4. B | 9. A |
| | 5. A | 10. B |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [ø], write "Oui" in the square. If it does not contain the sound [ø], write "Non".

1. yeux
2. deux
3. heure
4. billes
5. cheveux
6. coeur
7. fleur
8. pleut
9. vieux
10. feu

B. You will hear fifteen words. If the word contains the sound [ø], circle "Oui" on your answer sheet. If the word does not contain the sound [ø], circle "Non".

1. oeufs
2. heure
3. peu
4. coeur
5. fâcheux
6. fauteuil
7. yeux
8. peureux
9. boeuf
10. neuf
11. jeux
12. creux
13. fleuve
14. feux
15. pleut

C. You will hear a word. After a slight pause, you will hear two words. Circle the letter "A" or "B" of the word which is exactly the same as the first word.

- | | | |
|------------|------------|----------|
| 1. peu | A. peur | B. peu |
| 2. jeux | A. jus | B. jeux |
| 3. feu | A. fou | B. feu |
| 4. deux | A. deux | B. dais |
| 5. veux | A. veux | B. vais |
| 6. bleu | A. bleu | B. blond |
| 7. deux | A. de | B. deux |
| 8. eux | A. eux | B. eau |
| 9. fâcheux | A. fâcheux | B. fâché |
| 10. voeu | A. vin | B. voeu |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [ø].

1. Nous avons deux yeux.
2. Il aime des oeufs?
3. Il pleut dehors.
4. Voici mon crayon bleu.
5. Paul est jeune.
6. Tu as deux jeux.
7. Le feu est orange.
8. Il pleut un peu.
9. Marc veut deux oeufs.
10. C'est des feux.

Written Exercises - Answer Key

- A. 1. OUI 6. NON
 2. OUI 7. NON
 3. NON 8. OUI
 4. NON 9. OUI
 5. OUI 10. OUI

- B. 1. OUI 6. NON 11. OUI
 2. NON 7. OUI 12. OUI
 3. OUI 8. OUI 13. NON
 4. NON 9. NON 14. OUI
 5. OUI 10. NON 15. OUI

- C. 1. B 6. A
 2. B 7. B
 3. B 8. A
 4. A 9. A
 5. A 10. B

- D. 1. deux, yeux 6. deux, jeux
 2. oeufs 7. feu
 3. pleut 8. pleut, peu
 4. bleu 9. veut, deux, oeufs
 5. jeune 10. feux

Comptine

Je veux des fleurs
 Rouges et bleues.
 Je veux des fleurs
 Pour mes deux soeurs
 Qui ont les yeux bleus.

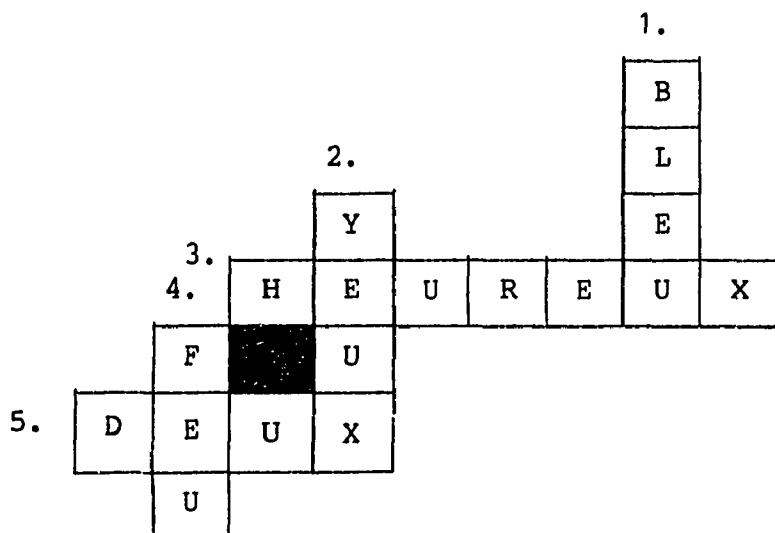
Mots Cachés - Answer Key

B	Y	Y	F	E	U	C	J	V
C	O	E	U	F	S	H	E	X
D	E	U	X	B	V	E	U	X
D	P	L	E	U	T	V	X	X
F	M	O	N	S	I	E	U	R
M	O	N	B	L	E	U	Y	P
O	E	E	Y	E	U	X	O	F

Comptine/Chanson

À la queue leu leu
 mon petit chat est bleu;
 s'il est bleu,
 tant mieux;
 s'il est gris,
 tant pis.

Catégor grille! - Answer Key



Anagrammes - Answer Key

1. deux
2. oeufs
3. pleut
4. vieux
5. yeux
6. cheveux
7. feu
8. heureux

Written Test

A. You will hear two words. If they both contain the sound [ø], circle "Oui" on your answer sheet. If not, circle "Non".

- | | | |
|----|------------|------------|
| 1. | A. feu | B. vin |
| 2. | A. cheveux | B. douteux |
| 3. | A. veux | B. mieux |
| 4. | A. peu | B. fou |
| 5. | A. veaux | B. veux |

B. You will hear a word. If it contains the sound [ø], circle "Oui" on your answer sheet. If not, circle "Non".

1. feux
2. rouge
3. jeu
4. deux
5. peu

6. noir
7. pleut
8. du
9. faux
10. jus

C. Look at the picture and listen to the word. If the word contains the sound [ϕ], write "Oui" in the square. If not, write "Non".

1. heureux
2. faux
3. oeufs
4. monsieur
5. vin
6. un
7. coeur
8. deux
9. feu
10. yeux

D. Read the sentences. Underline the words which contain the sound [ϕ].

Written Test - Answer Key

- A.
1. NON
 2. OUI
 3. OUI
 4. NON
 5. NON

- B.
- | | |
|--------|---------|
| 1. OUI | 6. NON |
| 2. NON | 7. OUI |
| 3. OUI | 8. NON |
| 4. OUI | 9. NON |
| 5. OUI | 10. NON |

- C.
- | | |
|--------|---------|
| 1. OUI | 6. NON |
| 2. NON | 7. NON |
| 3. OUI | 8. OUI |
| 4. OUI | 9. OUI |
| 5. NON | 10. OUI |

- D.
1. veux, bleu
 2. deux, oeufs
 3. jeux

Oral Tests

- A. [φ]
- peu
bleu
oeufs
feux
deux
- Je veux une robe.
Oui, Monsieur.
Il a un crayon bleu.
Les feux sont rouges et oranges.

- B. [φ]
- peu
yeux

veux

monsieur

feux

J'ai deux bonbons.

Ma robe est bleue.

Il mange trois oeufs.

Regarde les feux.

Unit 13

The Sound [ã]

Flashcards

éléphant

lampe

content

gants

dents

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [ã]. On your paper, circle the letter "A" or "B" of the word which contains the sound [ã]. The sound will be repeated after each pair of words.

1. A. dé

B. dent

[ã]

2. A. blanc

B. bleu

[ã]

3. A. gonds

B. gants

[ã]

4. A. Maman

B. ma main

[ã]

5. A. chat
B. chant
[ã]
 6. A. tôt
B. temps
[ã]
 7. A. lait
B. lent
[ã]
 8. A. vent
B. vie
[ã]
 9. A. rats
B. rangs
[ã]
 10. A. ans
B. os
[ã]
- B. You will hear a series of words containing the sound [ã]. Repeat the sound or word after the speaker.
- [ã]
[ã]
temps
temps
dans
dans
quand
quand
enfant
enfant

chambre
 chambre
 content
 content
 l'an
 l'an
 éléphant
 éléphant
 gant
 gant
 parents
 parents
 [ǎ]
 [ǎ]

C. You will hear a sentence containing a word or words which contain the sound [ǎ]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [ǎ].

1. Elle a deux dents.
dents
2. C'est ma gant.
gant
3. C'est la jambe de ma poupée.
jambe
4. Mes parents ont des livres.
parents
5. Il est content.
content
6. Il fait du vent.
vent

7. Paul a cent dollars.
cent
8. Où sont mes gants?
gants
9. Mes parents ont trois enfants.
parents
enfants
10. Mon livre est blanc et noir.
blanc

Pronounce once more the new sound you have learned.

[ǣ]

[ǣ]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. B | 6. B |
| | 2. A | 7. B |
| | 3. B | 8. A |
| | 4. A | 9. B |
| | 5. B | 10. A |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [ǣ], write "Oui" in the square. If it does not contain the sound [ǣ], write "Non".

1. lait
2. gant

3. nez
4. date
5. an
6. lampe
7. pipe
8. dents
9. cent
10. vent

B. You will hear fifteen words. If the word contains the sound [ã], circle "Oui" on your answer sheet. If the word does not contain the sound [ã], circle "Non".

1. fond
2. vend
3. vin
4. chant
5. parfum
6. temps
7. ans
8. tombe
9. gant
10. brun
11. fin
12. cent
13. dent
14. onze
15. pain

C. You will hear a word. After a slight pause, you will hear two words. Circle the letter "A" or "B" of the word which is exactly the same as the first word.

- | | | |
|----------|------------|----------|
| 1. vent | A. vin | B. vent |
| 2. temps | A. temps | B. tôt |
| 3. dent | A. dent | B. dos |
| 4. blanc | A. blond | B. blanc |
| 5. lent | A. lent | B. long |
| 6. cent | A. sons | B. cent |
| 7. Maman | A. ma main | B. Maman |
| 8. ans | A. ans | B. un |
| 9. rangs | A. rangs | B. rats |
| 10. fend | A. fend | B. fond |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [ã].

1. Maman est dans la cuisine.
2. Elle a cent livres blancs.
3. Le garçon a des dents blanches.
4. La fille marche lentement.
5. Il fait du vent.
6. C'est la jambe de la poupée.
7. Papa va à la banque avec Maman.
8. Elle a cent bonbons.
9. Elle chante bien.
10. L'éléphant est grand.

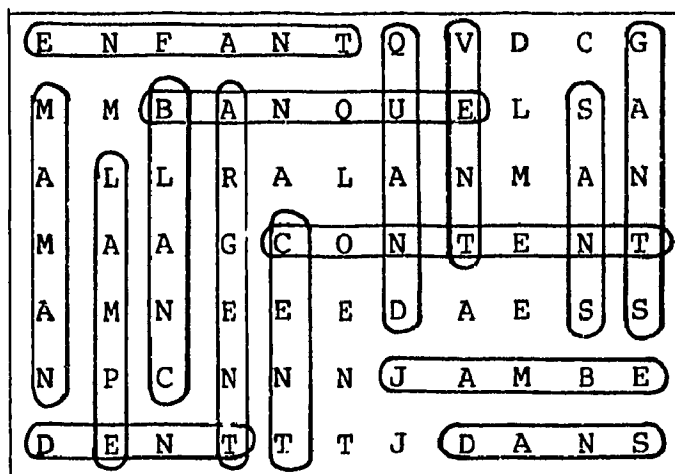
Written Exercises - Answer Key

- | | | | |
|----|--------------------|---------------------|---------|
| A. | 1. NON | 6. OUI | |
| | 2. OUI | 7. NON | |
| | 3. NON | 8. OUI | |
| | 4. NON | 9. OUI | |
| | 5. OUI | 10. OUI | |
| B. | 1. NON | 6. OUI | 11. NON |
| | 2. OUI | 7. OUI | 12. OUI |
| | 3. NON | 8. NON | 13. OUI |
| | 4. OUI | 9. OUI | 14. NON |
| | 5. NON | 10. NON | 15. NON |
| C. | 1. B | 6. B | |
| | 2. A | 7. B | |
| | 3. A | 8. A | |
| | 4. B | 9. A | |
| | 5. A | 10. A | |
| D. | 1. Maman, dans | 6. jambe | |
| | 2. cent, blancs | 7. banque, Maman | |
| | 3. dents, blanches | 8. cent | |
| | 4. lentement | 9. chante | |
| | 5. vent | 10. éléphant, grand | |

Comptine

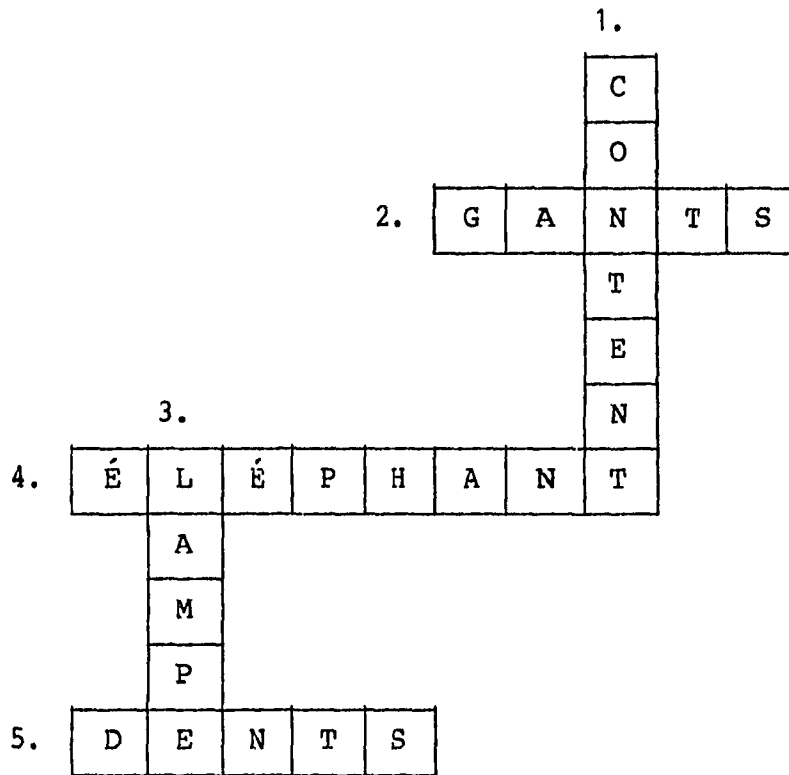
Je connais un éléphant
 Qui mettait des gants blancs
 Le premier jour de l'an
 Pour voir ses parents.

Mots Cachés - Answer Key



Comptine/Chanson

L'âne noir et blanc
 De ma tante Jeanne
 A perdu deux dents
En mangeant des bananes.

Catégorille! - Answer KeyMots Croisés - Answer Key

1. lentement
2. enfant
3. éléphant
4. content
5. blanc
6. Maman
7. gants
8. chanter/cent
9. temps
10. sans

Written Test

- A. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [ã].

- | | | |
|-------------|----------|----------|
| 1. A. vie | B. vin | C. vent |
| 2. A. dent | B. dos | C. dans |
| 3. A. blond | B. bain | C. blanc |
| 4. A. rangs | B. roues | C. rats |
| 5. A. gains | B. gants | C. gare |

- B. You will hear a word. If it contains the sound [ã], circle "Oui" on your answer sheet. If not, circle "Non".

1. vent
2. cent
3. blond
4. ment
5. pain
6. main
7. dent
8. chant
9. camp
10. lapin

- C. Look at the picture and listen to the word. If the word contains the sound [ã], write "Oui" in the square. If not, write "Non".

1. cent
2. lait

3. nez
4. dents
5. vent
6. canard
7. contente
8. tasse
9. éléphant
10. lampe

D. Read the sentences. Underline the words which contain the sound [ã].

Written Test - Answer Key

- A.
1. C
 2. A
 3. C
 4. A
 5. B

- B.
- | | |
|--------|---------|
| 1. OUI | 6. NON |
| 2. OUI | 7. OUI |
| 3. NON | 8. OUI |
| 4. OUI | 9. OUI |
| 5. NON | 10. NON |

- C.
- | | |
|--------|---------|
| 1. OUI | 6. NON |
| 2. NON | 7. OUI |
| 3. NON | 8. NON |
| 4. OUI | 9. OUI |
| 5. OUI | 10. OUI |

- D. 1. cent
 2. Maman
 3. dents, blanches
 4. gants

Oral Tests

- A. [õ]
 dent
 lent
 temps
 dans
 éléphant
 Je suis content.
 Ce sont mes gants.
 Elle est dans la classe.
 Tu as cinq dents.
- B. [ã]
 cent
 vent
 content
 Maman
 enfant
 Elle a deux dents.
 L'éléphant est au zoo.
 Mon avion est blanc.
 Le livre est dans la boîte.

Unit 14

The Sound [ɛ̃]

Flashcards

lapin
chien
raisins
matin
vin

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [ɛ̃]. On your paper, circle the letter "A" or "B" of the word which contains the sound [ɛ̃]. The sound will be repeated after each pair of words.

1. A. lin
B. lit
[ɛ̃]
2. A. main
B. met
[ɛ̃]
3. A. parrain
B. parent
[ɛ̃]
4. A. la paix
B. lapin
[ɛ̃]

5. A. ponts
B. pains
[ɛ̃]
6. A. rein
B. rat
[ɛ̃]
7. A. fait
B. fin
[ɛ̃]
8. A. vin
B. vie
[ɛ̃]
9. A. veaux
B. vins
[ɛ̃]
10. A. fin
B. fou
[ɛ̃]
- B. You will hear a series of words containing the sound [ɛ̃]. Repeat the sound or word after the speaker.
- [ɛ̃]
[ɛ̃]
vin
vin
main
main
bien
bien
pain
pain

matin

matin

faim

faim

cing

cing

fin

fin

chien

chien

raisin

raisin

[ɛ̃]

[ɛ̃]

- C. You will hear a sentence containing a word or words which contain the sound [ɛ̃]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [ɛ̃].

1. C'est un petit chien.
chien
2. C'est un vin rouge.
vin
3. J'aime le pain français.
pain
4. C'est bien.
bien
5. Le lapin aime les carottes.
lapin
6. Il y a cinq timbres sur la table.
cing
timbres

7. Voici mes mains.
mains
8. C'est le matin.
matin
9. J'ai faim.
faim
10. Tu aimes les raisins?
raisins

Pronounce once more the new sound you have learned.

[*ẽ*]

[*ě*]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. A | 6. A |
| | 2. A | 7. B |
| | 3. A | 8. A |
| | 4. B | 9. B |
| | 5. B | 10. A |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [*ẽ*], write "Oui" in the square. If it does not contain the sound [*ẽ*], write "Non".

1. singe
2. parfum
3. lapin

4. coeur
5. lait
6. main
7. raisins
8. rond
9. vin
10. train

B. You will hear fifteen words. If the word contains the sound [ɛ̃], circle "Oui" on your answer sheet. If the word does not contain the sound [ɛ̃], circle "Non".

1. gants
2. vin
3. main
4. pain
5. ronds
6. lapon
7. gain
8. met
9. singe
10. vent
11. simple
12. parrain
13. hautain
14. agent
15. engin

C. You will hear one word. After a slight pause you will hear two words. Circle the letter "A" or "B" of the word which is exactly the same as the first word.

- | | | |
|-----------|-----------|-----------|
| 1. main | A. main | B. mon |
| 2. vin | A. vin | B. vie |
| 3. lin | A. lin | B. lit |
| 4. fin | A. fou | B. fin |
| 5. simple | A. simple | B. souple |
| 6. moulin | A. moulu | B. moulin |
| 7. bain | A. banc | B. bain |
| 8. pain | A. ponts | B. pain |
| 9. singe | A. singe | B. songe |
| 10. liens | A. lions | B. liens |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [ɛ̃].

1. Papa a du pain et du vin.
2. Qu'est-ce qu'il a dans la main?
3. Paul a faim.
4. L'éléphant mange quinze raisins.
5. Francine aime son train.
6. Marc dit, "C'est simple!"
7. Le lapin et le singe sont au zoo.
8. Il a cinq timbres.
9. Marie a faim. Elle mange du pain.
10. "C'est bien," dit Maman.

Written Exercises - Answer Key

- | | |
|-----------|---------|
| A. 1. OUI | 6. OUI |
| 2. NON | 7. OUI |
| 3. OUI | 8. NON |
| 4. NON | 9. OUI |
| 5. NON | 10. OUI |

- | | | | |
|----|--------|---------|---------|
| B. | 1. NON | 6. NON | 11. OUI |
| | 2. OUI | 7. OUI | 12. OUI |
| | 3. OUI | 8. NON | 13. OUI |
| | 4. OUI | 9. OUI | 14. NON |
| | 5. NON | 10. NON | 15. OUI |

- | | | |
|----|------|-------|
| C. | 1. A | 6. B |
| | 2. A | 7. B |
| | 3. A | 8. B |
| | 4. B | 9. A |
| | 5. A | 10. B |

- | | | |
|----|--------------------|------------------|
| D. | 1. pain, vin | 6. simple |
| | 2. main | 7. lapin, singe |
| | 3. faim | 8. cinq, timbres |
| | 4. quinze, raisins | 9. faim, pain |
| | 5. train | 10. bien |

Comptine

Rondin, Picotin

La Marie fait son pain.

Rondin, Picotin

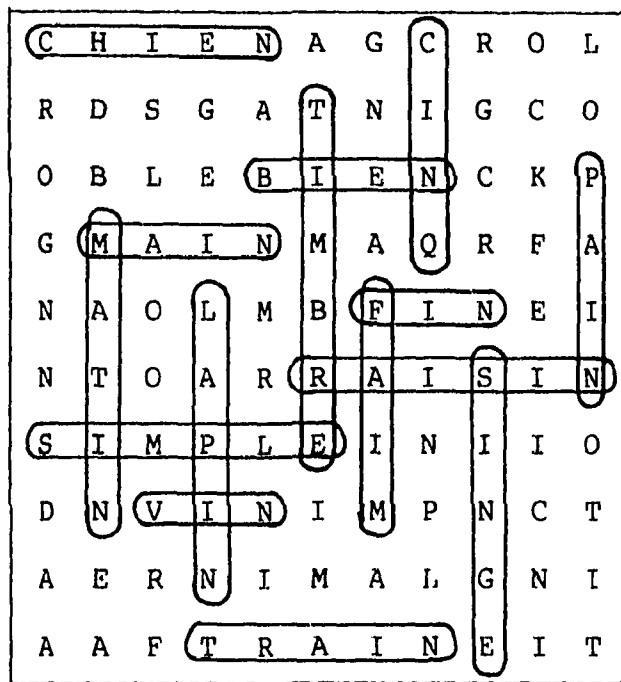
La Marie fait son vin.

Mais son pain est moisi,

Et son vin, est aigri.

Tant pis!

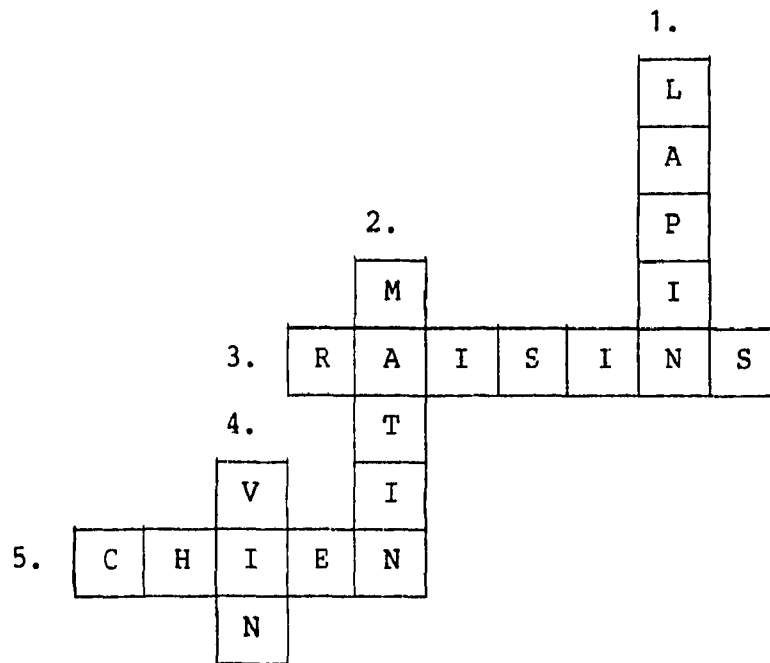
Mots Cachés - Answer Key



Comptine/Chanson

Un petit chien
 Buvaît du vin
 Sur un moulin.

Catégorille! - Answer Key



Anagrammes - Answer Key

1. cinq
2. matin
3. pain
4. main
5. raisins
6. vin
7. singe

Written Test

A. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [ɛ̃].

- | | | |
|---------------|-----------|-------------|
| 1. A. mots | B. mon | C. mains |
| 2. A. vin | B. vie | C. von |
| 3. A. fou | B. fin | C. fit |
| 4. A. rat | B. rein | C. ron |
| 5. A. parrain | B. parent | C. pas rond |

B. You will hear a word. If it contains the sound [ɛ̃], circle "Oui" on your answer sheet. If not, circle "Non".

1. simple
2. gants
3. vin
4. main
5. pain
6. rond
7. lapin
8. sons
9. paix
10. moulin

C. Look at the picture and listen to the word. If the word contains the sound [ɛ̃], write "Oui" in the square. If not, write "Non".

1. main
2. gants

3. dents
4. pain
5. éléphant
6. lapin
7. singe
8. vin
9. content
10. lampe

D. Read the sentences. Underline the words which contain the sound [ɛ̃].

Written Test - Answer Key

- A.
1. C
 2. A
 3. B
 4. B
 5. A

- B.
- | | |
|--------|---------|
| 1. OUI | 6. NON |
| 2. NON | 7. OUI |
| 3. OUI | 8. NON |
| 4. OUI | 9. NON |
| 5. OUI | 10. OUI |

- C.
- | | |
|--------|---------|
| 1. OUI | 6. OUI |
| 2. NON | 7. OUI |
| 3. NON | 8. OUI |
| 4. OUI | 9. NON |
| 5. NON | 10. NON |

- D. 1. faim
2. pain
3. main
4. lapin
5. raisins

Oral Tests

- A. [Ê]
pain
faim
raisin
fin
singe
Il a du vin.
Paul a un chien noir.
Tu as un lapin blanc?
C'est un train rouge.

- B. [Ë]
main
vin
lapin
chien
train
Je mange le pain français.
Ah! J'ai faim.
C'est des raisins.
C'est un singe brun.

Unit 15

The Sound [ɔ̃]

Flashcards

maison
nombre
ballon
bonbons
content

Oral Exercises

A. You will hear pairs of words which sound similar. Only one word in each pair contains the sound [ɔ̃]. On your paper, circle the letter "A" or "B" of the word which contains the sound [ɔ̃]. The sound will be repeated after each pair of words.

1. A. beau
B. bon
[ɔ̃]
2. A. gond
B. gant
[ɔ̃]
3. A. blanc
B. blond
[ɔ̃]
4. A. rond
B. rue
[ɔ̃]

5. A. font
B. fait
[ʒ]
 6. A. sons
B. sang
[ʒ]
 7. A. lapin
B. lapon
[ʒ]
 8. A. blond
B. bleu
[ʒ]
 9. A. dos
B. don
[ʒ]
 10. A. parrain
B. pas rond
[ʒ]
- B. You will hear a series of words containing the sound [ʒ]. Repeat the sound or word after the speaker.

[ʒ]

[ʒ]

bon

bon

nom

nom

ballon

ballon

rond

rond

maison
 maison
 bâton
 bâton
 content
 content
 bonbons
 bonbons
 mon
 mon
 blond
 blond
 [ʒ]
 [ʒ]

- C. You will hear a sentence containing a word or words which contain the sound [ʒ]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [ʒ].
1. Il fait des ronds.
ronds
 2. J'aime des bonbons.
bonbons
 3. C'est un ballon rouge.
ballon
 4. Tu as mon bâton?
mon
bâton
 5. C'est ma maison.
maison

6. Mon nom est Marc.
mon
nom
7. Paul est très content.
content
8. Elle a les cheveux blonds.
blonds
9. Il y a des lions au zoo.
lions
10. Le gâteau est bon.
bon

Pronounce once more the new sound you have learned.

[ɔ̃]

[ɔ̃]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. B | 6. A |
| | 2. A | 7. B |
| | 3. B | 8. A |
| | 4. A | 9. B |
| | 5. A | 10. B |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [ɔ̃], write "Oui" in the square. If it does not contain the sound [ɔ̃], write "Non".

1. pont
2. raisins
3. crayon
4. parfum
5. maison
6. rond
7. pain
8. dents
9. oignon
10. gants

B. You will hear fifteen words. If the word contains the sound [ʒ], circle "Oui" on your answer sheet. If the word does not contain the sound [ʒ], circle "Non".

1. bon
2. onze
3. brun
4. beau
5. ton
6. un
7. rage
8. long
9. main
10. gant
11. pont
12. blond
13. plage
14. dos
15. faisons

C. You will hear two words. Circle the letter "A" or "B" of the word which contains the sound [ɔ̃].

- | | |
|--------------|-----------|
| 1. A. son | B. sans |
| 2. A. beau | B. bon |
| 3. A. mes es | B. maison |
| 4. A. font | B. fait |
| 5. A. bleu | B. blond |
| 6. A. don | B. dans |
| 7. A. plage | B. plonge |
| 8. A. ronge | B. rage |
| 9. A. fond | B. faut |
| 10. A. mode | B. monde |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [ɔ̃].

1. Il mange onze bonbons.
2. Son livre est sur la table.
3. Nous faisons un bon gâteau.
4. Où est mon bâton?
5. Paul est à la maison.
6. Elle a des longs cheveux blonds.
7. Il y a un lion au zoo.
8. Ce n'est pas rond.
9. Non, je n'aime pas le gâteau.
10. Le ballon est rond.

Written Exercises - Answer Key

- A. 1. OUI 6. OUI

- | | |
|--------|---------|
| 2. NON | 7. NON |
| 3. OUI | 8. NON |
| 4. NON | 9. OUI |
| 5. OUI | 10. NON |

- | | | | |
|----|--------|---------|---------|
| B. | 1. OUI | 6. NON | 11. OUI |
| | 2. OUI | 7. NON | 12. OUI |
| | 3. NON | 8. OUI | 13. NON |
| | 4. NON | 9. NON | 14. NON |
| | 5. OUI | 10. NON | 15. OUI |

- | | | |
|----|------|-------|
| C. | 1. A | 6. A |
| | 2. B | 7. B |
| | 3. B | 8. A |
| | 4. A | 9. A |
| | 5. B | 10. B |

- | | | |
|----|------------------|------------------|
| D. | 1. onze, bonbons | 6. longs, blonds |
| | 2. son | 7. lion |
| | 3. faisons, bon | 8. rond |
| | 4. mon, bâton | 9. non |
| | 5. maison | 10. ballon, rond |

Comptine

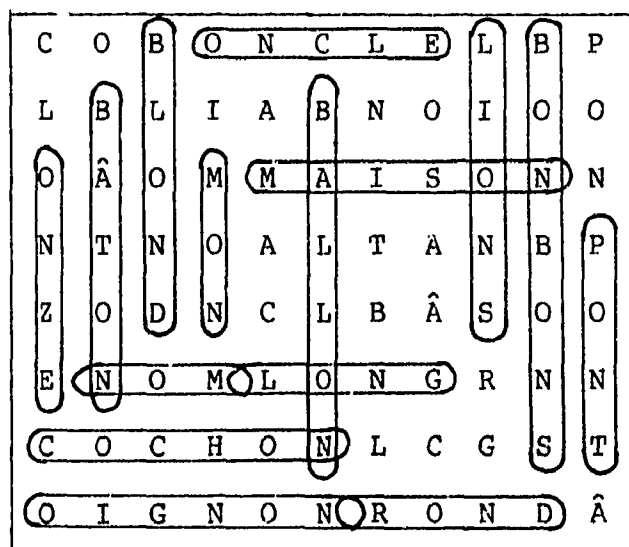
Suzon est mon nom

Je garde les moutons

Tout près du vieux pont

Derrière la maison.

Mots Cachés - Answer Key



Comptine/Chanson

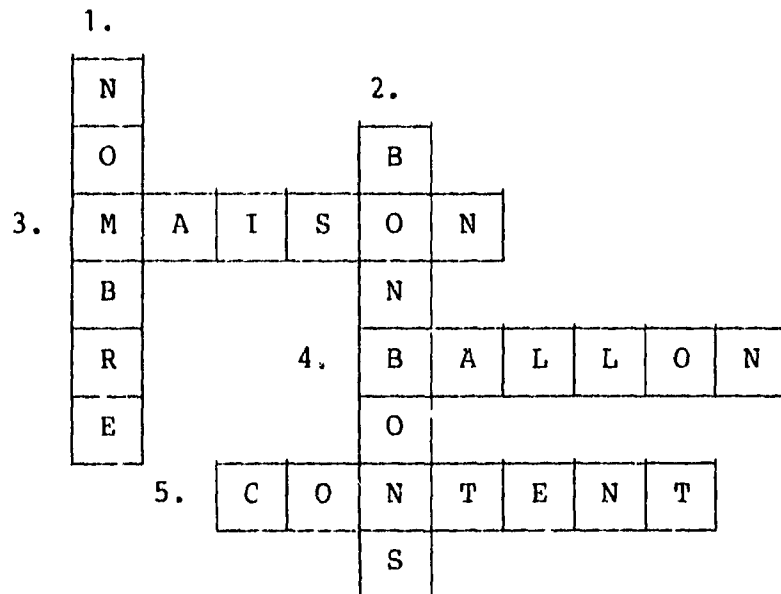
Avec mon crayon

Je fais un beau rond.

Avec mon crayon

Je fais un ballon.

Catégorille! - Answer Key



Mot Cléf - Answer Key

1. content
2. bâton
3. bonbons
4. ballon
5. oignon
6. pont
7. onze
8. rond
9. crayon

Written Test

A. You will hear a word. After a slight pause, you will hear two words. Circle the letter "A" or "B" of the word which is exactly the same as the first word.

- | | | |
|----------|----------|----------|
| 1. bon | A. bon | B. bain |
| 2. ponts | A. peaux | B. ponts |
| 3. font | A. faut | B. font |
| 4. gonds | A. gants | B. gonds |
| 5. mont | A. mont | B. main |

B. You will hear a word. If it contains the sound [ɔ̃], circle "Oui" on your answer sheet. If not, circle "Non".

1. beau
2. oncle
3. monte
4. modes
5. long
6. blanc
7. onces
8. singe
9. vont
10. maison

C. Look at the picture and listen to the word. If the word contains the sound [ɔ̃], write "Oui" in the square. If not, write "Non".

1. soleil

2. rond
3. table
4. ballon
5. bâton
6. bonbons
7. éléphant
8. content
9. oignon
10. matin

D. Read the sentences. Underline the words which contain the sound [ʒ].

Written Test - Answer Key

- A.
1. A
 2. B
 3. B
 4. B
 5. A

- B.
- | | |
|--------|---------|
| 1. NON | 6. NON |
| 2. OUI | 7. OUI |
| 3. OUI | 8. NON |
| 4. NON | 9. OUI |
| 5. OUI | 10. OUI |

- C.
- | | |
|--------|---------|
| 1. NON | 6. OUI |
| 2. OUI | 7. NON |
| 3. NON | 8. OUI |
| 4. OUI | 9. OUI |
| 5. OUI | 10. NON |

- D. 1. bon
2. blonds
3. onze
4. ton
5. maison

Oral Tests

- A. [5]
bon
mon
rond
maison
blond
Elle a onze ans.
C'est un crayon rouge.
Non, c'est à moi.
Il est content.

- B. [5]
ton
non
pont
content
onze
Paul aime les bonbons.
C'est un ballon rouge.
La maison est jaune.
Il est blond.

Unit 16

The Sound [ʒ]

Flashcards

nuit
fruit
pluie
huit
parapluie

Oral Exercises

A. You will hear pairs of words which sound similar.
Only one word in each pair contains the sound [ʒ].
On your paper, circle the letter "A" or "B" of the
word which contains the sound [ʒ]. The sound will be
repeated after each pair of words.

1. A. fut
B. fruit
[ʒ]
2. A. plus
B. pluie
[ʒ]
3. A. bruit
B. brie
[ʒ]
4. A. soeurs
B. sueurs
[ʒ]

5. A. Louis

B. lui

[4]

6. A. juin

B. joints

[4]

7. A. huit

B. lait

[4]

8. A. suons

B. scions

[4]

9. A. huit

B. lit

[4]

10. A. plis

B. pluie

[4]

B. You will hear a series of words containing the sound

[4]. Repeat the sound or word after the speaker.

[4]

[4]

huit

huit

fruit

fruit

pluie

pluie

nuit

nuit

juin
juin
lui
lui
bruit
bruit
juillet
juillet
suite
suite
fruit
fruit
[ʎ]
[ʎ]

C. You will hear a sentence containing a word or words which contain the sound [ʎ]. Repeat the complete sentence after the speaker and then repeat the words containing the sound [ʎ].

1. C'est des fruits.
fruits
2. C'est à lui.
lui
3. Quelle bruit!
bruit
4. Il est huit heures.
huit
5. C'est la nuit.
nuit
6. Oui, j'aime les fruits.
fruits

7. Il fait beau en juillet.
juillet
8. Non, ce n'est pas lui.
lui
9. Il mange des fruits dans la pluie.
fruits
pluie
10. Marie marche dans la pluie.
pluie

Pronounce once more the new sound you have learned.

[ʒ]

[ʒ]

Oral Exercises - Answer Key

- | | | |
|----|------|-------|
| A. | 1. B | 6. A |
| | 2. B | 7. A |
| | 3. A | 8. A |
| | 4. B | 9. A |
| | 5. B | 10. B |

Written Exercises

- A. Look at the picture and listen to the word. If the word contains the sound [ʒ], write "Oui" in the square. If it does not contain the sound [ʒ], write "Non".

1. huit
2. billes

3. coeur
4. lui
5. cahier
6. bonbons
7. fruit
8. vin
9. pluie
10. nuit

B. You will hear fifteen words. If the word contains the sound [ʏ], circle "Oui" on your answer sheet. If the word does not contain the sound [ʏ], circle "Non".

1. suait
2. sciait
3. duel
4. Louis
5. ruelle
6. saint
7. fit
8. tuer
9. leur
10. suite
11. huit
12. puisse
13. nage
14. bruit
15. soeur

C. You will hear one word. After a slight pause you will hear two words. Circle the letter "A" or "B" of the word which is exactly the same as the first word.

- | | | |
|-----------|-----------|------------|
| 1. fruit | A. fruit | B. fuit |
| 2. suait | A. sciait | B. suait |
| 3. juin | A. joint | B. juin |
| 4. lueurs | A. lueurs | B. loueurs |
| 5. nuit | A. nuit | B. nit |
| 6. lueur | A. leur | B. lueur |
| 7. sueurs | A. sueurs | B. soeurs |
| 8. Suez | A. Suez | B. seize |
| 9. pluie | A. pluie | B. plis |
| 10. suit | A. su | B. suit |

D. Look at the sentences. Each sentence will be spoken once. Underline the word or words in each sentence which contain the sound [u].

1. "Quelle bruit!" dit Maman.
2. Tu manges des fruits dans la pluie.
3. J'ai peur de la nuit et de la bruit.
4. C'est lui qui mange des fruits.
5. Oui, j'ai huit soeurs et huit frères.
6. Tu marches dans la pluie et tu fais la bruit.
7. Mon anniversaire est au mois de juin.
8. Oui, c'est mon fruit.
9. La pluie est froide.
10. Paul a huit ans.

Written Exercises - Answer Key

- A.
- | | |
|--------|---------|
| 1. OUI | 6. NON |
| 2. NON | 7. OUI |
| 3. NON | 8. NON |
| 4. OUI | 9. OUI |
| 5. NON | 10. OUI |

- B.
- | | | |
|--------|---------|---------|
| 1. OUI | 6. NON | 11. OUI |
| 2. NON | 7. NON | 12. OUI |
| 3. OUI | 8. OUI | 13. NON |
| 4. NON | 9. NON | 14. OUI |
| 5. OUI | 10. OUI | 15. NON |

- C.
- | | |
|------|-------|
| 1. A | 6. B |
| 2. B | 7. A |
| 3. B | 8. A |
| 4. A | 9. A |
| 5. A | 10. B |

- D.
- | | |
|------------------|-----------------|
| 1. bruit | 6. pluie, bruit |
| 2. fruits, pluie | 7. juin |
| 3. nuit, bruit | 8. fruit |
| 4. lui, fruits | 9. pluie |
| 5. huit, huit | 10. huit |

Comptine

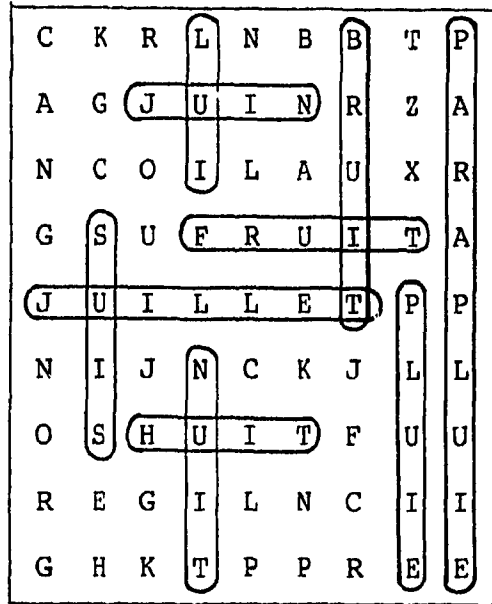
C'est lui

Il fait du bruit

Quand il chante

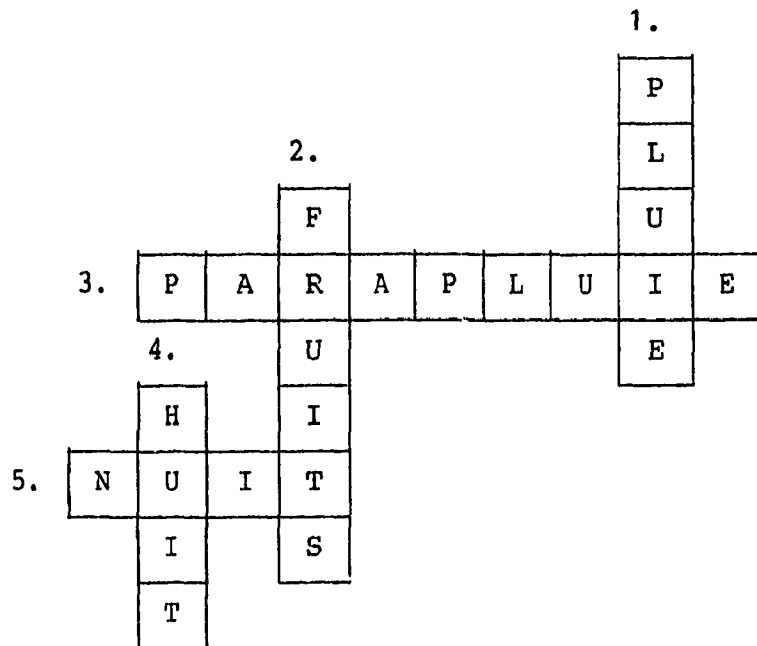
Dans la pluie

Avec son parapluie.

Mots Cachés - Answer KeyComptine/Chanson

Sous la pluie, je marche
sans parapluie.

Sous la pluie, je marche
et je suis mouillé.

Catégorille! - Answer KeyMot Cléf - Answer Key

1. lui
2. pluie
3. fruit
4. nuit
5. huit
6. parapluie

Written Test

A. You will hear three words. Circle the letter "A", "B" or "C" of the word which contains the sound [ʏ].

- | | | |
|--------------|----------|-----------|
| 1. A. lit | B. luit | C. lu |
| 2. A. nuit | B. nie | C. nu |
| 3. A. plume | B. plus | C. pluie |
| 4. A. nuages | B. nages | C. neiges |
| 5. A. fit | B. fuit | C. fut |

B. You will hear a word. If it contains the sound [ʏ], circle "Oui" on your answer sheet. If not, circle "Non".

1. joint
2. lui
3. bruit
4. salut
5. plus
6. nage
7. pluie
8. juillet
9. suite
10. juin

C. Look at the picture and listen to the word. If the word contains the sound [ʏ], write "Oui" in the square. If not, write "Non".

1. huit
2. oiseau

3. pourquoi
4. fruits
5. bateau
6. main
7. pluie
8. lui
9. ouest
10. nuit

D. Read the sentences. Underline the words which contain the sound [y].

Written Test - Answer Key

- A.
1. B
 2. A
 3. C
 4. A
 5. B

- B.
- | | |
|--------|---------|
| 1. NON | 6. NON |
| 2. OUI | 7. OUI |
| 3. OUI | 8. OUI |
| 4. NON | 9. OUI |
| 5. NON | 10. OUI |

- C.
- | | |
|--------|---------|
| 1. OUI | 6. NON |
| 2. NON | 7. OUI |
| 3. NON | 8. OUI |
| 4. OUI | 9. NON |
| 5. NON | 10. OUI |

- D. 1. lui
2. bruit
3. fruit
4. nuit
5. pluie

Oral Tests

- A. [4]
lui
nuit
juillet
fruits
pluie
C'est à lui.
C'est le 9 juillet.
Les fruits sont dans le sac.
C'est la nuit.

- B. [4]
juin
huit
fruits
nuit
bruit
C'est le 10 juin.
Les fruits sont sur la table.
Quelle bruit!
Tu as huit livres.

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REFERENCE LIST FOR SONGS AND COMPTINES

- Unit 1 Soleil! Soleil! Le Sablier Français 1, p.38.
 La petite fille Handout of Comptines, p.5.
- Unit 2 La mignonne et douce Claire Le Sablier Français 2, p.33.
 Alouette, Alouette Folk song.
- Unit 3 Le petit chat noir Handout of Comptines, p.1.
 Oh! elle pleure Handout of Comptines, p.1.
- Unit 4 Les carottes Handout of Comptines, p.1.
 Il court, il court, le furet Le Sablier Français 2, p.78.
- Unit 5 Ra, ra, ra, Handout of Comptines, p.3.
 Rosier, plein de roses Handout of Comptines, p.3.
- Unit 6 La petite chatte de ma tante Josée Le Sablier Français 2, p.15.
 Jamais on n'a vu, jamais on ne verra Une souris verte, p.17.
- Unit 7 Au feu les pompiers Le Sablier Français 1, p.16.
 Frère Jacques, Frère Jacques Folk song.
- Unit 8 Charlemagne Une souris verte, p.14.
 Chantons la vigne Folk song.

- Unit 9 Hier au soir, Les Comptines du Pré-Sablier,
p.32.
Coua! Coua! Coua!, Le Sablier Français 2, p.70.
- Unit 10 Je veux des fleurs, original by author.
Un lutin se promène, Le Sablier Français 1,
p.20.
- Unit 11 Une poule sur un mur, Le Sablier Français 1,
p.4.
Au claire de la lune Folk song.
- Unit 12 Je veux des fleurs, (adapted) Handout of
Comptines, p.7.
A la queue, leu, leu, Le Sablier Français 2,
p.41.
- Unit 13 Je connais un éléphant, (adapted) Handout of
Comptines, p.5.
L'âne noir et blanc, Handout of Comptines,
p.6.
- Unit 14 Rondin, picotin, (adapted) Handout of
Comptines, p.20.
Un petit chien, Handout of Comptines, p.5.
- Unit 15 Suzon est mon nom, Handout of Comptines, p.5.
Avec mon crayon, Handout of Comptines, p.5.
- Unit 16 C'est lui, original by author.
Sous la pluie, je marche, original by author.

APPENDIX B
DUPLICATING MASTERS

303

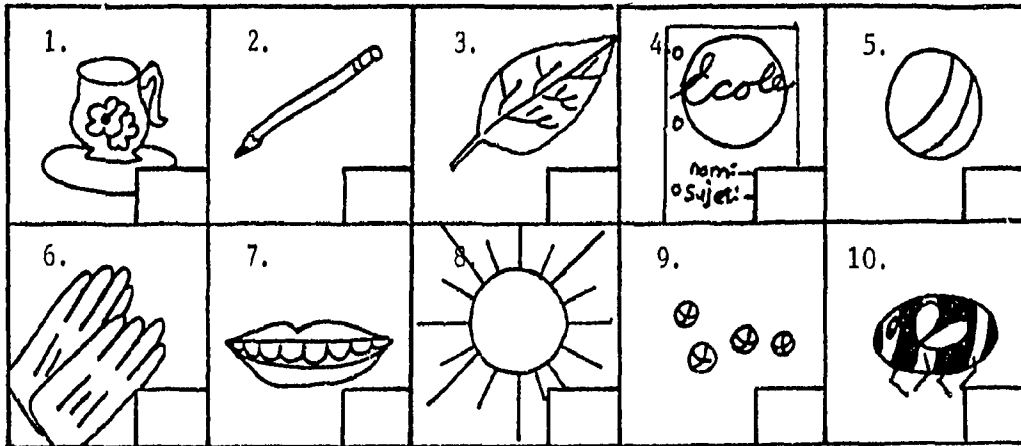
Oral Exercises - Unit 1

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 1

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

- C.
- | | | | |
|-----|---|---|---|
| 1. | A | B | C |
| 2. | A | B | C |
| 3. | A | B | C |
| 4. | A | B | C |
| 5. | A | B | C |
| 6. | A | B | C |
| 7. | A | B | C |
| 8. | A | B | C |
| 9. | A | B | C |
| 10. | A | B | C |

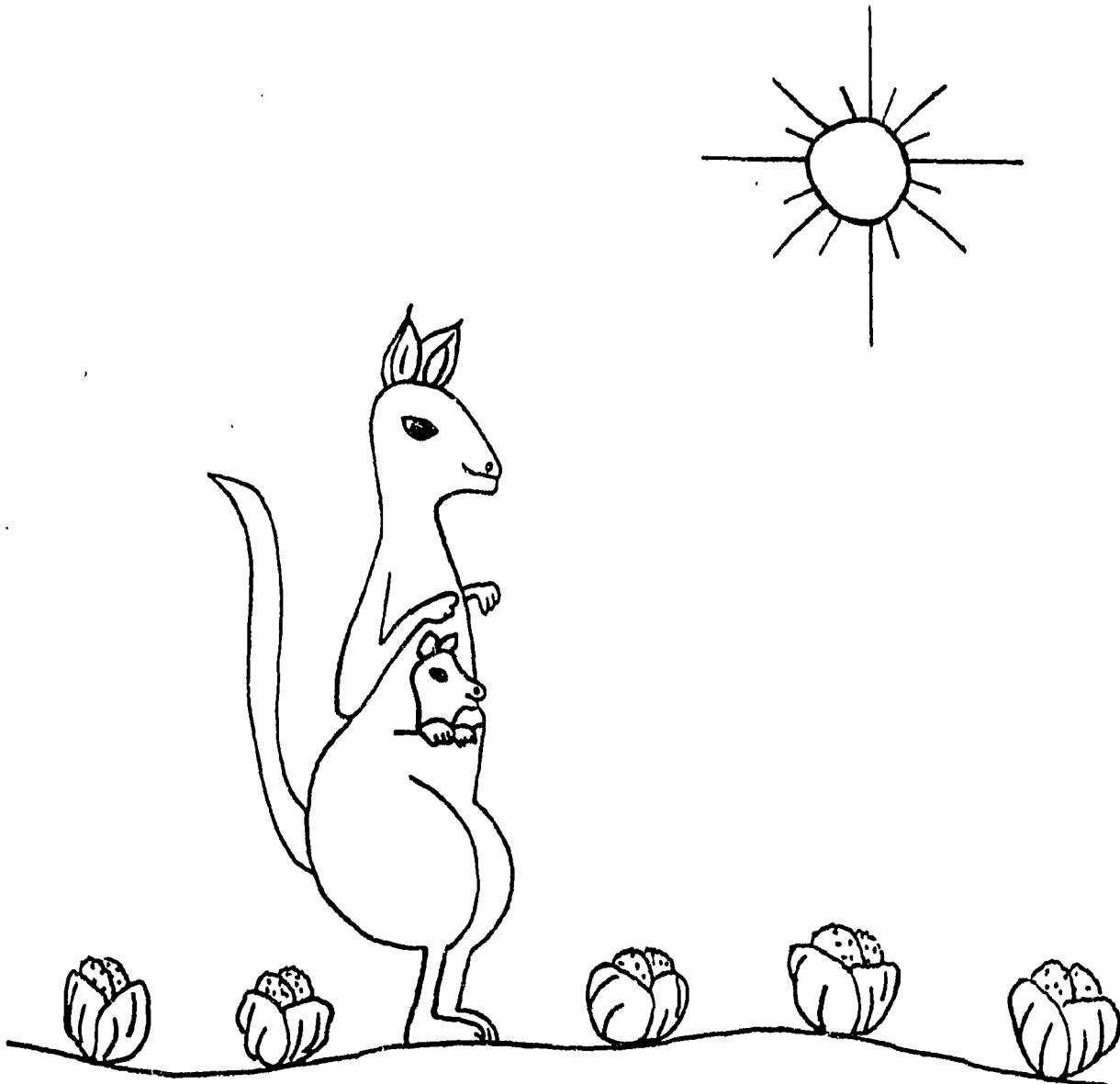
- D.
1. La jeune fille a un crayon.
 2. La feuille est verte.
 3. Tu as mon cahier?
 4. L'abeille est sur la feuille.
 5. La fille est petite.
 6. Mon papier est sur la table.
 7. Le chien a tes billes.
 8. Je travaille à l'école.
 9. Le chien joue avec la fille.
 10. Mon crayon est sous mon papier.

Comptine - Unit 1

Fill in the words which are missing from this comptine.

_____! _____!
Tu n'as pas ton _____,
Pour faire danser les kangourous
et faire pousser les _____ de chou.

_____! _____!
Tu n'as pas ton _____,
Pour faire pousser les kangourous
et faire danser les _____ de chou.



List: feuilles, pareil, soleil

Mots Cachés - Unit 1

Find the words in the hidden word game.

O	C	H	I	E	N	B	I	L	L	E	S
R	A	C	X	C	R	F	B	F	C	X	C
E	H	R	O	T	G	N	Y	E	U	X	X
I	I	A	G	R	F	R	P	U	O	L	O
L	E	Y	N	A	A	B	E	I	L	L	E
L	R	O	R	V	M	F	K	L	C	N	R
E	C	N	Y	A	I	F	I	L	L	E	H
S	O	L	E	I	L	G	B	E	N	T	G
K	B	R	I	L	L	E	B	I	E	N	N
E	P	A	P	I	E	R	G	N	R	K	S

List:

abeille
bien
billes
brille
cahier

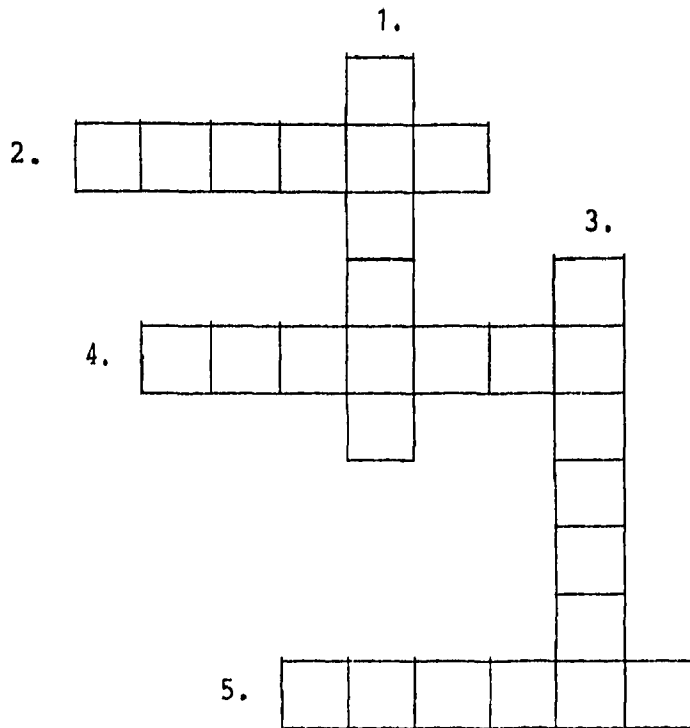
chien
crayon
famille
feuille
fille

oreilles
papier
soleil
travail
yeux





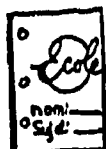
Comptine/Chanson - Unit 1

La petite fille
Bien gentille
Et le monsieur
Très, très vieux
Marchent dans le soleil
Sans ombrelle.

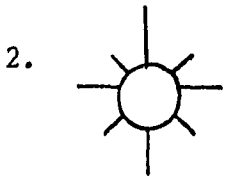
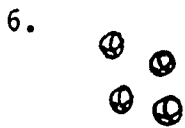
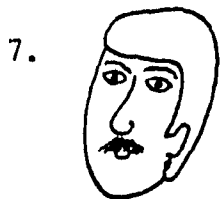


Catégor grille! - Unit 1

Clues:

1. Le  est jaune.
2. Mon  est rouge.
3. La  est verte.
4. L'  est sur la fleur.
5. Mon  est sous mon livre.

List: abeille, cahier, crayon, feuille, soleil

Mot Cléf - Unit 1 $\frac{T}{1}$ $\frac{R}{2}$ $\frac{A}{3}$ $\frac{V}{4}$ $\frac{A}{5}$ $\frac{I}{6}$ $\frac{L}{7}$  $\frac{7}{2} \frac{8}{5} \frac{6}{6} \frac{8}{9}$  $\frac{9}{7} \frac{6}{8} \frac{5}{6}$  $\frac{3}{10} \frac{8}{5} \frac{6}{6} \frac{8}{8}$  $\frac{11}{8} \frac{12}{13}$  $\frac{14}{5} \frac{6}{6} \frac{8}{8}$  $\frac{10}{5} \frac{6}{6} \frac{8}{9}$  $\frac{15}{7} \frac{16}{9} \frac{5}{8} \frac{12}{2}$

List: abeille, billes, fille, monsieur, oreilles, soleil, yeux.

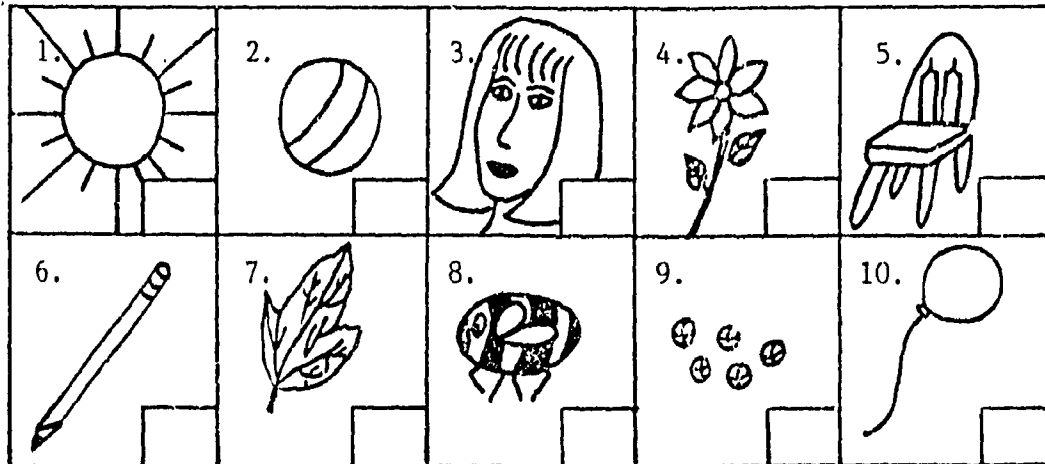
Written Test - Unit 1

Name: _____

- A.
- | | | | |
|----|---|---|---|
| 1. | A | B | C |
| 2. | A | B | C |
| 3. | A | B | C |
| 4. | A | B | C |
| 5. | A | B | C |

- B.
- | | | | | | |
|----|-----|-----|-----|-----|-----|
| 1. | OUI | NON | 6. | OUI | NON |
| 2. | OUI | NON | 7. | OUI | NON |
| 3. | OUI | NON | 8. | OUI | NON |
| 4. | OUI | NON | 9. | OUI | NON |
| 5. | OUI | NON | 10. | OUI | NON |

C.



- D.
1. C'est ma famille.
 2. C'est tes billes?
 3. La fille est très belle.
 4. Mon crayon est sous le livre.
 5. C'est une feuille verte.

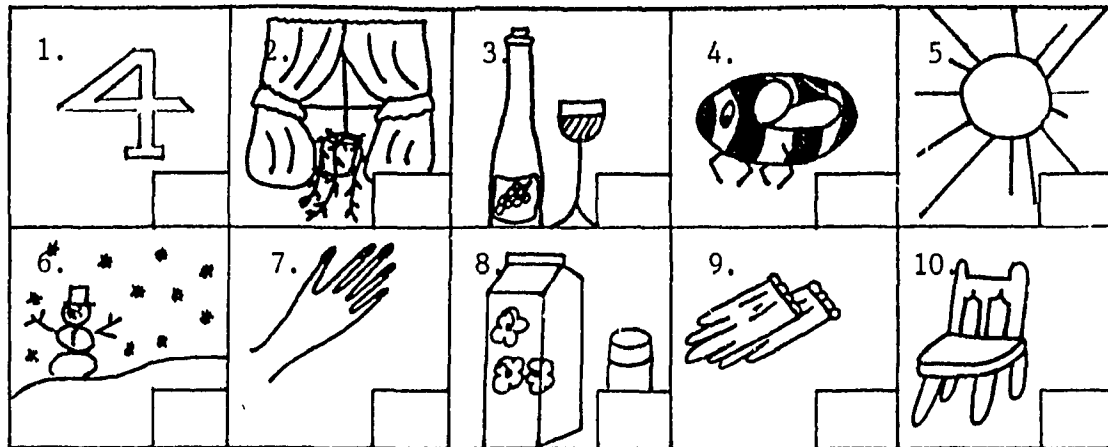
Oral Exercises - Unit 2

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 2

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

- C.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |

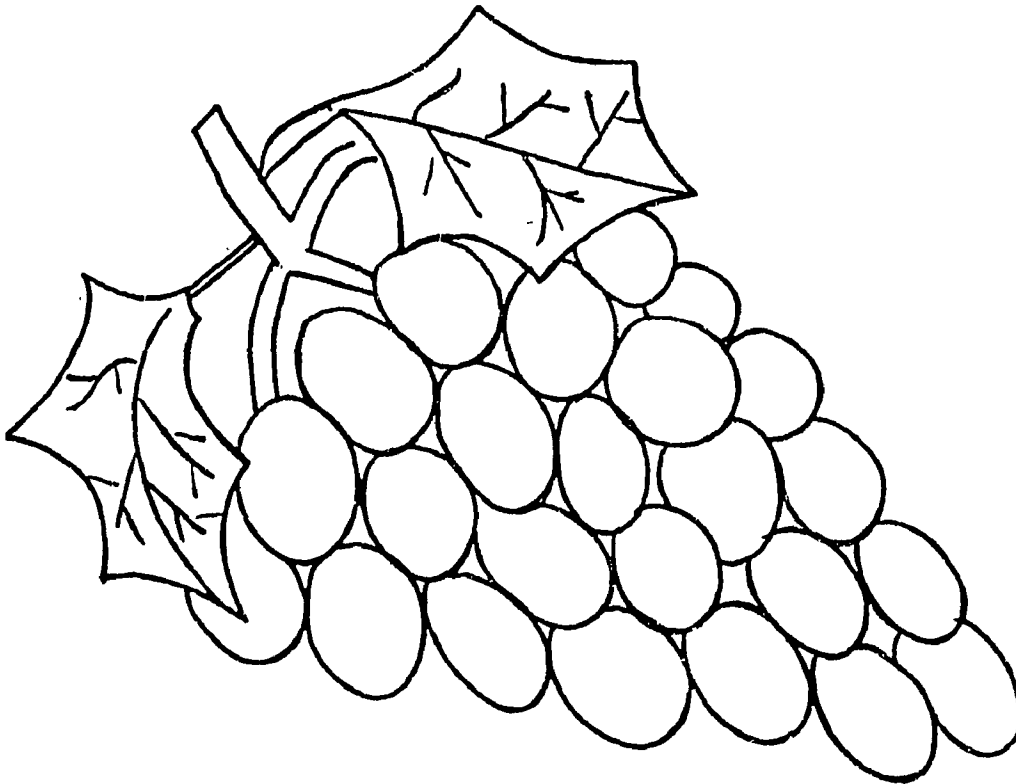
- D.
1. Ton père a un billet.
 2. Le soleil est jaune.
 3. C'est la lettre.
 4. L'abeille est jaune et noir.
 5. La chaise est dans le salon.
 6. Tu aimes la neige?
 7. Mon frère aime le lait.

Comptine - Unit 2

Fill in the words which are missing from this comptine.

La mignonne et douce _____
_____ à son petit _____
qui la donne à son _____
une grappe de raisin.

Aussitôt le tendre _____
va la porter à la _____
et le fruit revient à _____
qui partage le raisin.



List: Claire, frère, mère, père.

Mots Cachés - Unit 2

Find the words in the hidden word game.

B	C	A	T	F	N	A	V	E	T
E	H	I	F	A	R	É	L	S	O
C	A	B	E	I	L	L	E	N	F
M	I	A	N	T	A	N	T	E	R
È	S	Ê	Ê	M	I	E	T	I	È
R	E	C	T	Ê	T	E	R	G	R
E	F	C	R	A	I	E	E	E	E
S	O	L	E	I	L	P	R	È	S

List:

abeille

bec

chaise

craie

fait

fenêtre

frère

lait

lettre

mère

navet

neige

près

soleil

tête

Comptine/Chanson - Unit 2

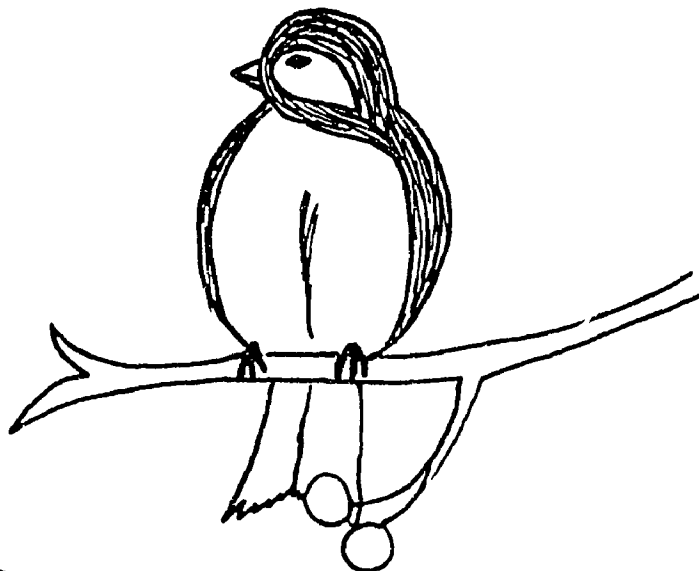
Alouette, gentille Alouette.

Alouette, je te plumerai.

Je te plumerai le bec,

Je te plumerai le bec.

Ah, le bec,



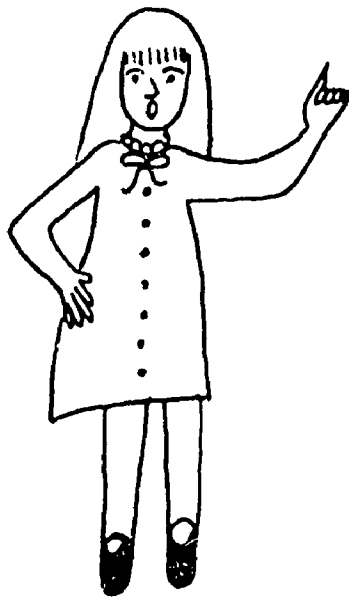
Alouette, gentille Alouette,

Alouette, je te plumerai.

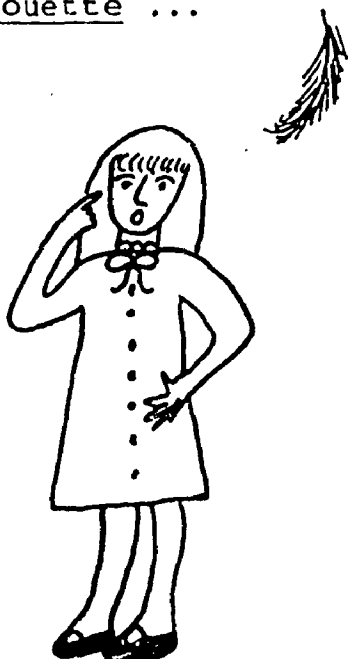
Je te plumerai la tête,

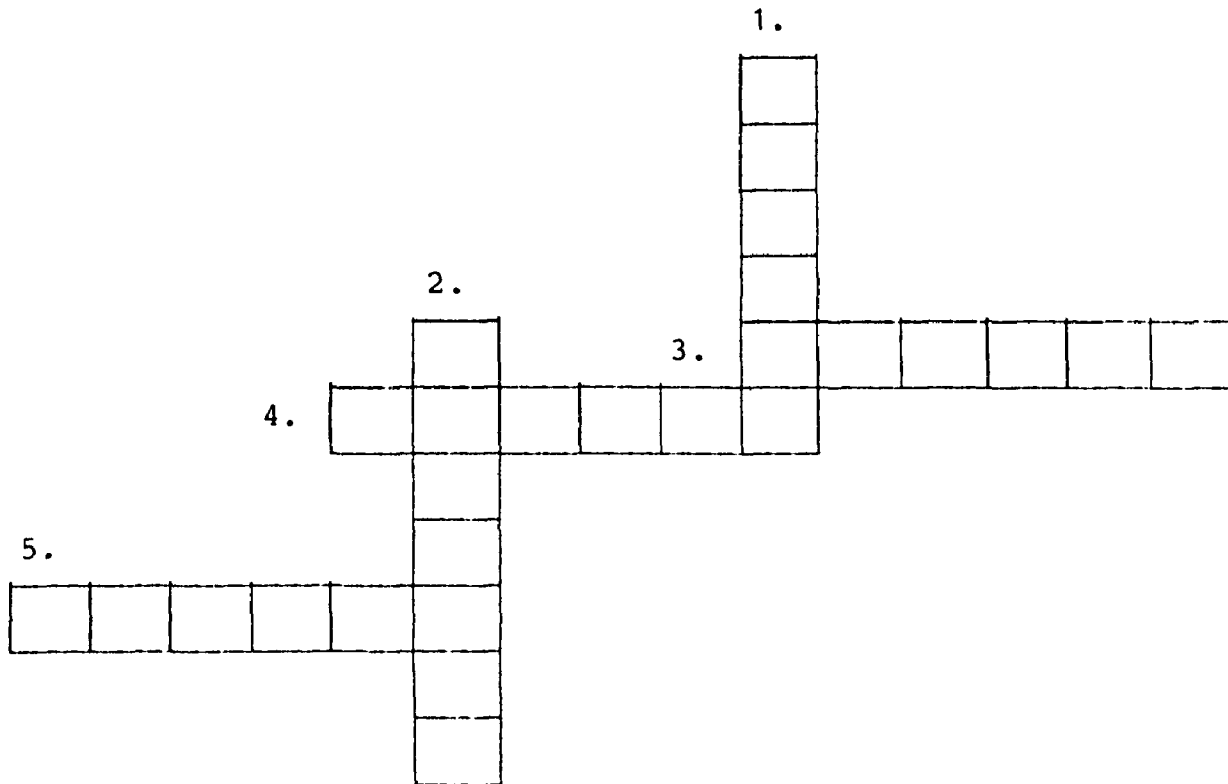
Je te plumerai la tête.

Ah, la tête,

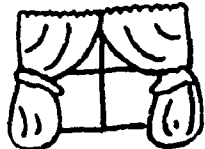


Alouette ...




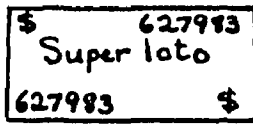
Catégor grille! - Unit 2**Clues :**

1. C'est une  rouge.

2. C'est une  .

3. Le  est jaune.

4. C'est une  .

5. C'est mon  .

List: billet, chaise, fenêtre, lettre, soleil.

Anagrammes - Unit 2

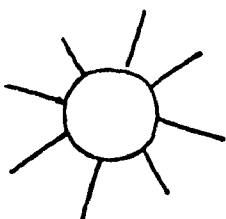
1.



E Ê T T

1a _____

2.



E I L L O S

1e _____

3.



A C E H I S







1a _____

4.

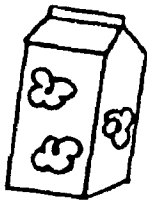







A B E E I L L

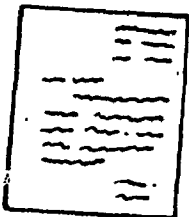






1' _____

5.      

la _____

6.      

le _____

7.       

la _____

List: abeille, chaise, lait, lettre, neige, tête, soleil.

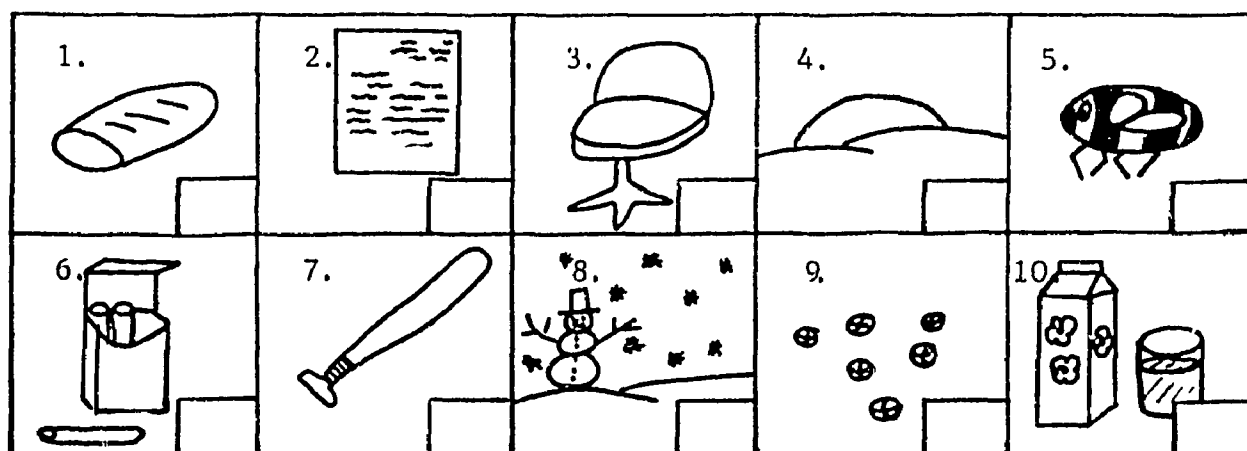
Written Test - Unit 2

Name: _____

- A.
- | | | |
|----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |

- | | | | | | | |
|----|----|-----|-----|-----|-----|-----|
| B. | 1. | OUI | NON | 6. | OUI | NON |
| | 2. | OUI | NON | 7. | OUI | NON |
| | 3. | OUI | NON | 8. | OUI | NON |
| | 4. | OUI | NON | 9. | OUI | NON |
| | 5. | OUI | NON | 10. | OUI | NON |

C.



- D.
1. Mon père a des fleurs pour Maman.
 2. Le soleil est jaune.
 3. Le billet est sous le lit.

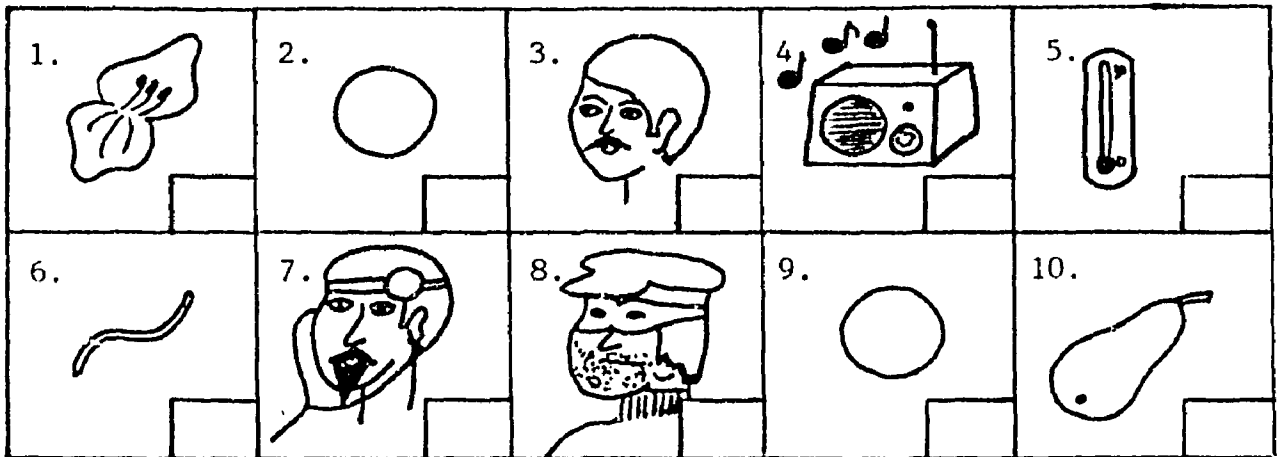
Oral Exercises - Unit 3

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 3

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

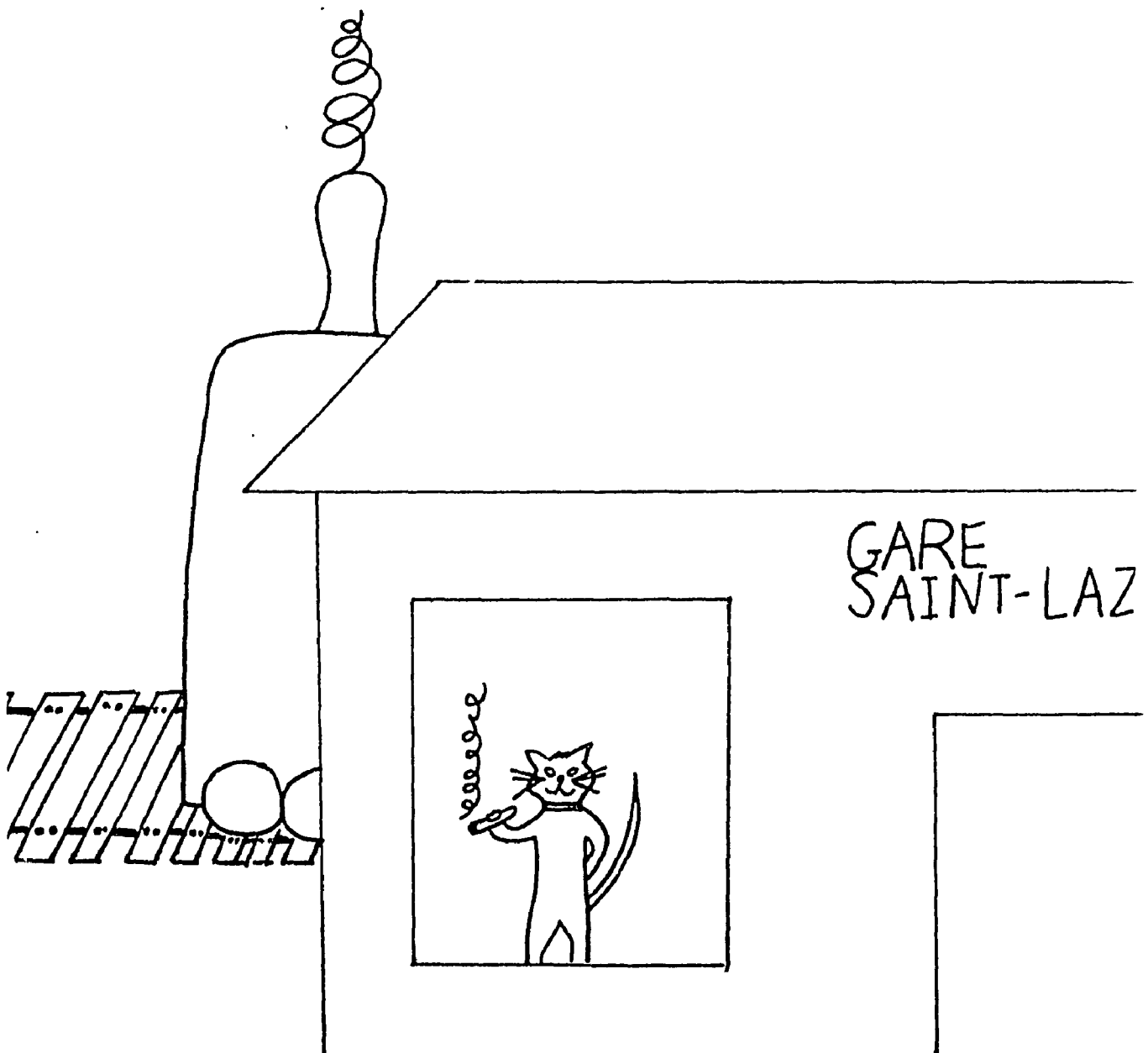
- C.
- | | | |
|-----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |
| 6. | A | B |
| 7. | A | B |
| 8. | A | B |
| 9. | A | B |
| 10. | A | B |

- D.
1. Mon frère n'aime pas les vers.
 2. De quelle couleur est ta maison?
 3. Nous avons des visiteurs.
 4. Le soir, je regarde la télé.
 5. Le docteur parle avec mon père.
 6. Bonsoir, Grand-mère!
 7. Le canard mange le pain.
 8. Le voleur travaille le soir.
 9. Ma soeur va à la banque.
 10. Marie a peur du docteur.

Comptine - Unit 3

Fill in the words which are missing from this comptine.

Le petit chat _____
fume le _____
dans la _____
Saint-_____.



List: cigare, gare, Lazare, noir.

Mots Cachés - Unit 3

Find the words in the hidden word game.

B	D	D	E	P	G	S	O	I	R	L
C	O	U	L	E	U	R	S	N	C	P
A	C	E	P	R	E	P	O	F	E	E
N	T	N	È	R	Y	O	E	L	R	U
A	E	O	V	I	S	I	T	E	U	R
R	U	I	X	È	O	R	S	U	P	F
D	R	R	C	R	E	E	O	R	È	L
N	V	O	L	E	U	R	E	V	R	U
V	E	R	R	F	R	È	R	E	E	R

List:

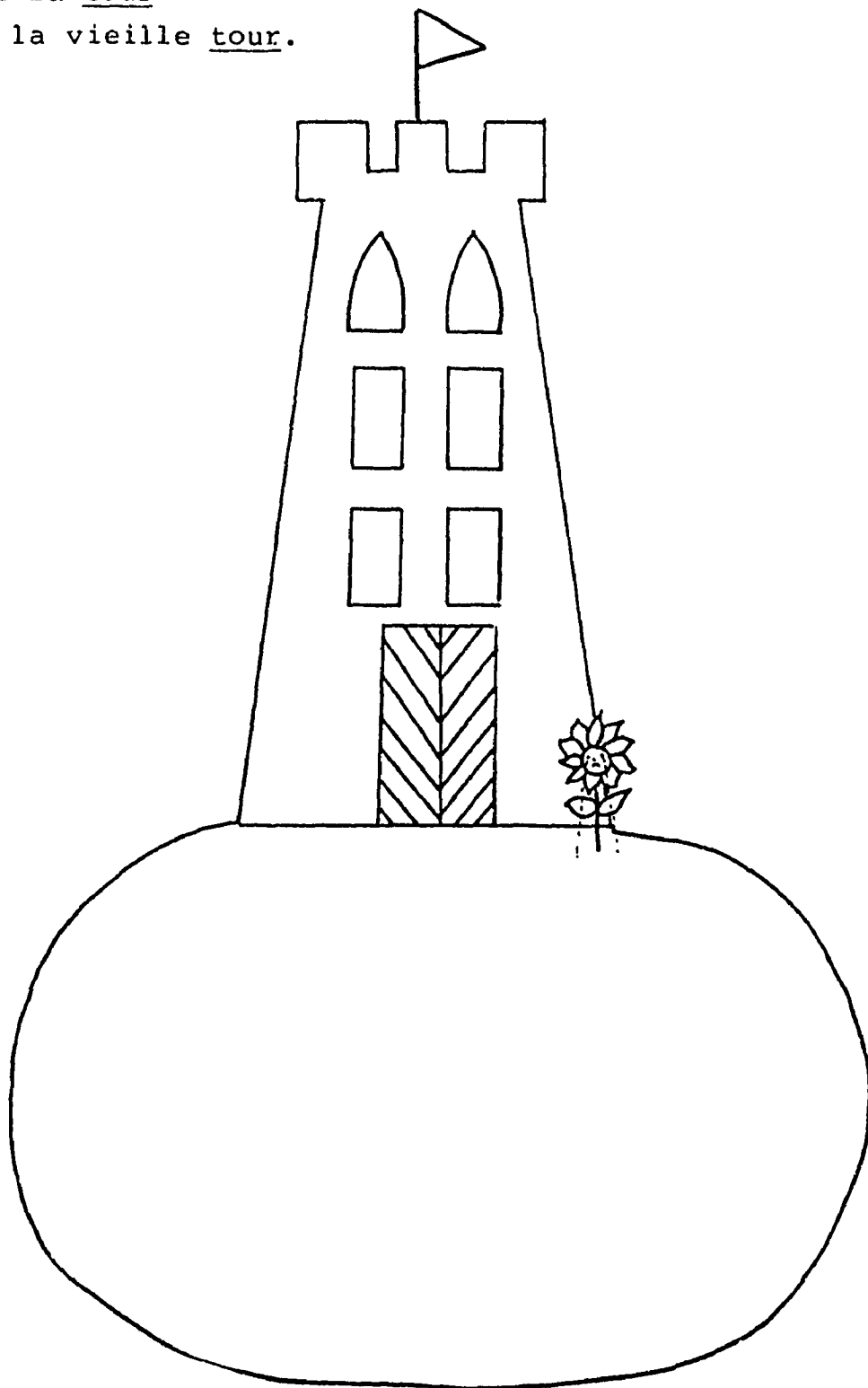
canard
couleur
derrière
docteur
fleur

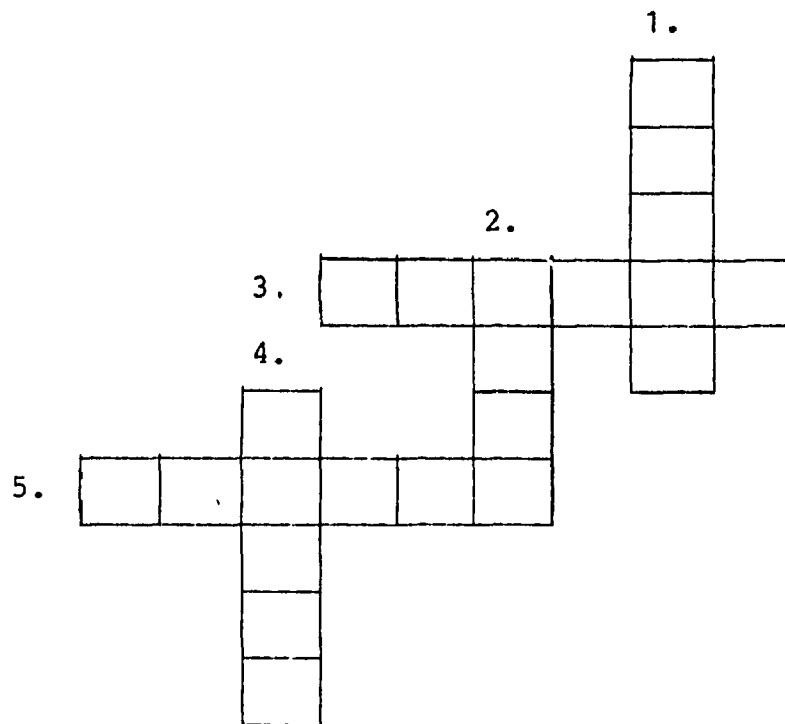
frère
noir
père
peur
poire

soeur
soir
ver
visiteur
voleur

Comptine/Chanson - Unit 3

Oh! Elle pleure
La petite fleur
Là-bas dans la cour
Au pied de la vieille tour.



Catégorille! - Unit 3**Clues:**

1. C'est une  .

2. Le cheval est  et blanc.

3. C'est un  .

4. La  est jaune.

5. Le  prend le gâteau.

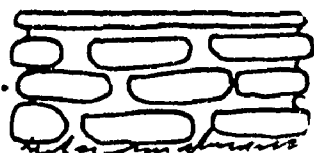
List: canard, fleur, noir, poire, voleur.

Mot Cléf - Unit 3 $\frac{M}{1}$ $\frac{O}{2}$ $\frac{N}{3}$ $\frac{S}{4}$ $\frac{I}{5}$ $\frac{E}{6}$ $\frac{U}{7}$ $\frac{R}{8}$

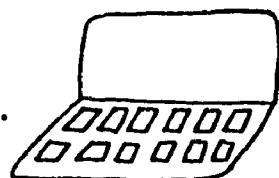
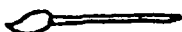
1.

 $\frac{9}{10} \frac{6}{7} \frac{8}{8}$

2.

 $\frac{1}{7} \frac{8}{8}$

3.

 $\frac{11}{2} \frac{7}{10} \frac{6}{7} \frac{8}{4}$ 

4.

 $\frac{12}{2} \frac{11}{13} \frac{6}{7} \frac{8}{8}$

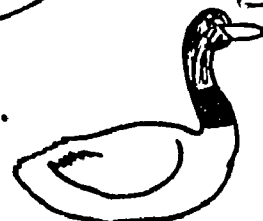
5.

 $\frac{14}{6} \frac{8}{8}$

6.

 $\frac{15}{6} \frac{8}{2} \frac{16}{2} \frac{8}{13}$

7.

 $\frac{11}{15} \frac{3}{15} \frac{8}{12}$

List: couleurs, ver, aéroport, fleur, docteur, canard,
mur.

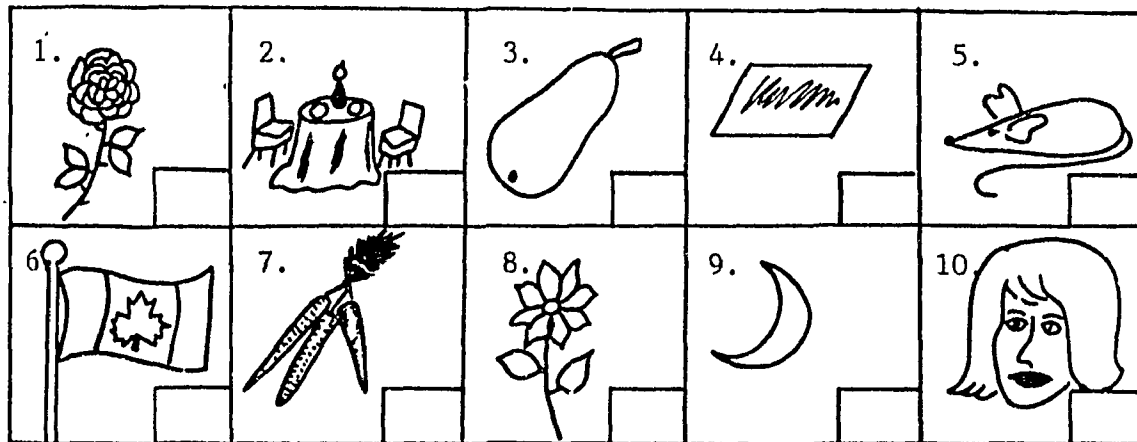
Written Test - Unit 3

Name: _____

- A.
- | | | | |
|----|---|---|---|
| 1. | A | B | C |
| 2. | A | B | C |
| 3. | A | B | C |
| 4. | A | B | C |
| 5. | A | B | C |

- B.
- | | | | | | |
|----|-----|-----|-----|-----|-----|
| 1. | OUI | NON | 6. | OUI | NON |
| 2. | OUI | NON | 7. | OUI | NON |
| 3. | OUI | NON | 8. | OUI | NON |
| 4. | OUI | NON | 9. | OUI | NON |
| 5. | OUI | NON | 10. | OUI | NON |

C.



- D.
- Mon frère est à l'école.
 - De quelle couleur est le livre?
 - Son crayon est noir.
 - Le docteur est à la maison.
 - Paul est derrière le table.

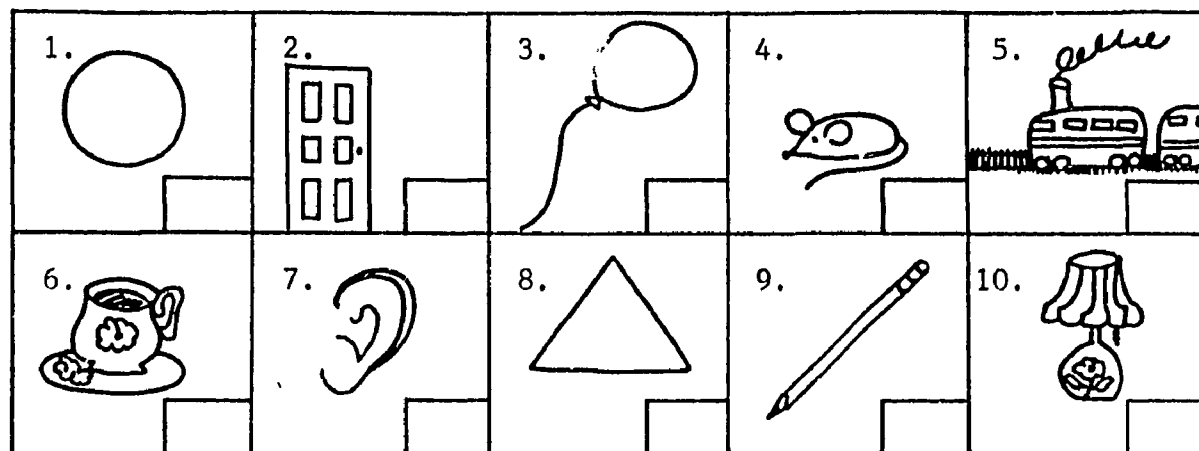
Oral Exercises - Unit 4

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 4

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

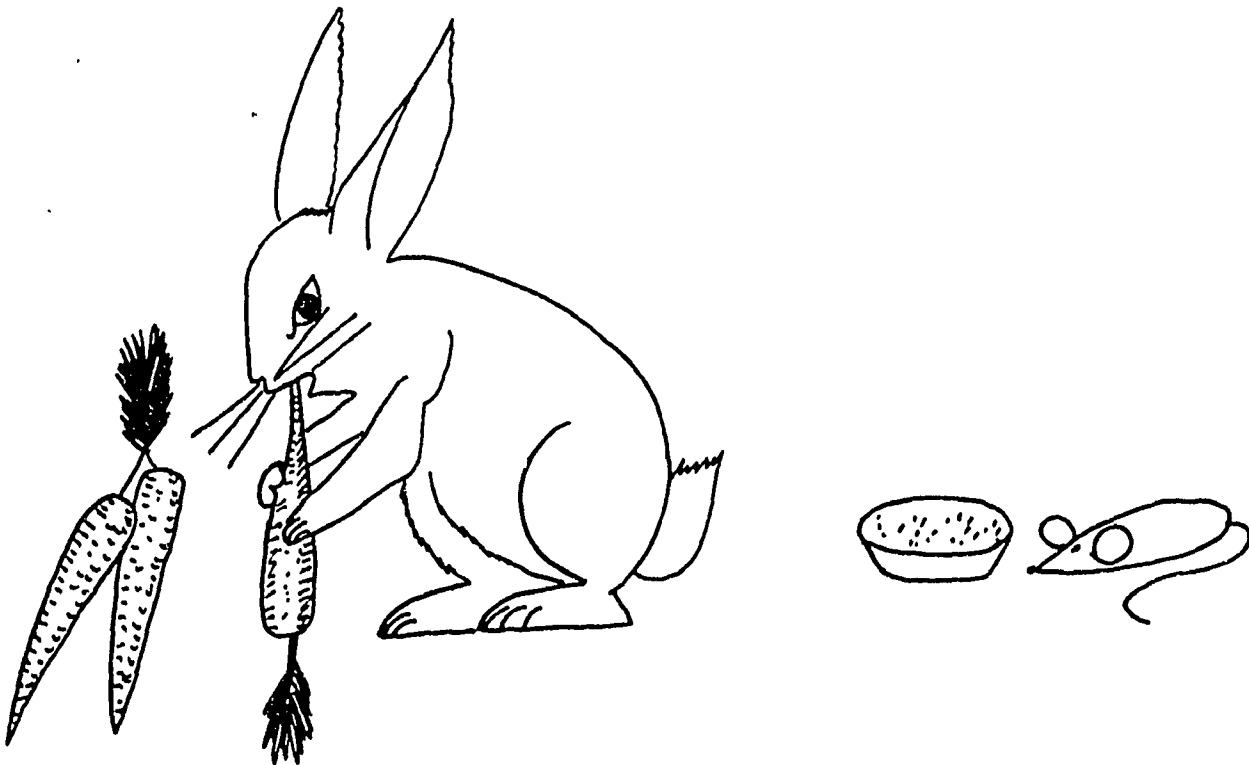
- C.
- | | | |
|-----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |
| 6. | A | B |
| 7. | A | B |
| 8. | A | B |
| 9. | A | B |
| 10. | A | B |

- D.
1. Va à la porte.
 2. La souris mange des carottes.
 3. Ton oreille est petite.
 4. C'est un cercle turquoise.
 5. Tu as mon crayon?
 6. Je veux l'autre lettre.
 7. Ferme la fenêtre.
 8. La girafe est belle.
 9. Suzanne est dans le parc.
 10. Marie est dans le jardin.

Comptine - Unit 4

Fill in the words which are missing from this comptine.

Les _____
C'est pour _____
Le bol de riz
C'est pour Mimi
La petite _____.



List: carottes, Charlotte, souris.

Mots Cachés - Unit 4

Find the words in the hidden word game.

L	X	P	A	R	C	S	R	E	C	S
F	E	R	M	E	P	O	R	T	E	U
G	A	R	Ç	O	N	U	C	N	R	R
B	R	A	S	F	U	R	E	T	C	P
C	H	B	F	R	U	I	T	R	L	R
C	R	A	Y	O	N	S	B	A	E	I
N	B	R	U	I	T	R	Ç	I	G	S
G	P	A	R	D	O	N	T	N	L	E

List:

bras

bruit

cercle

crayon

ferme

froid

fruit

furet

garçon

parc

pardon

porte

souris

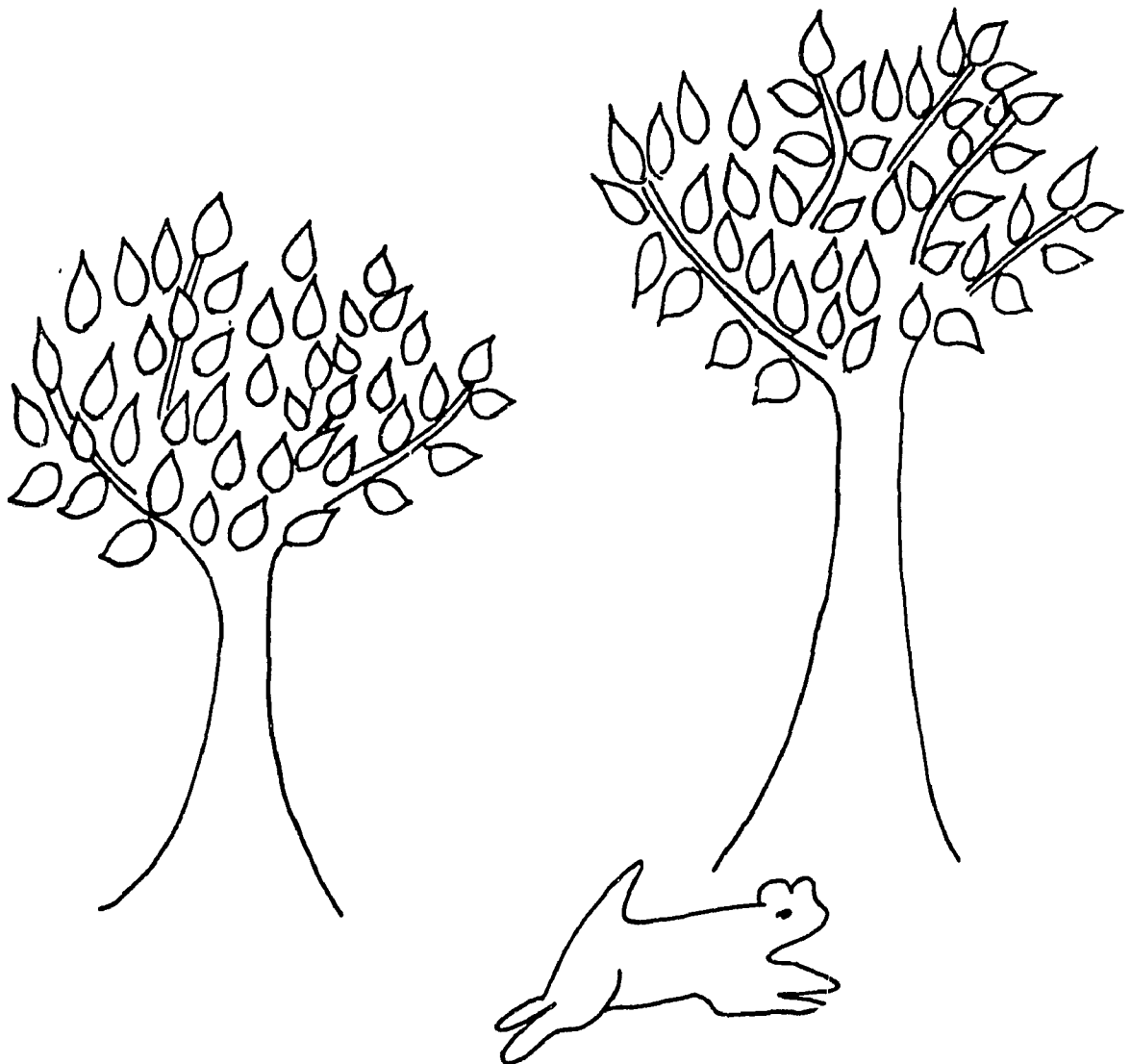
surprise

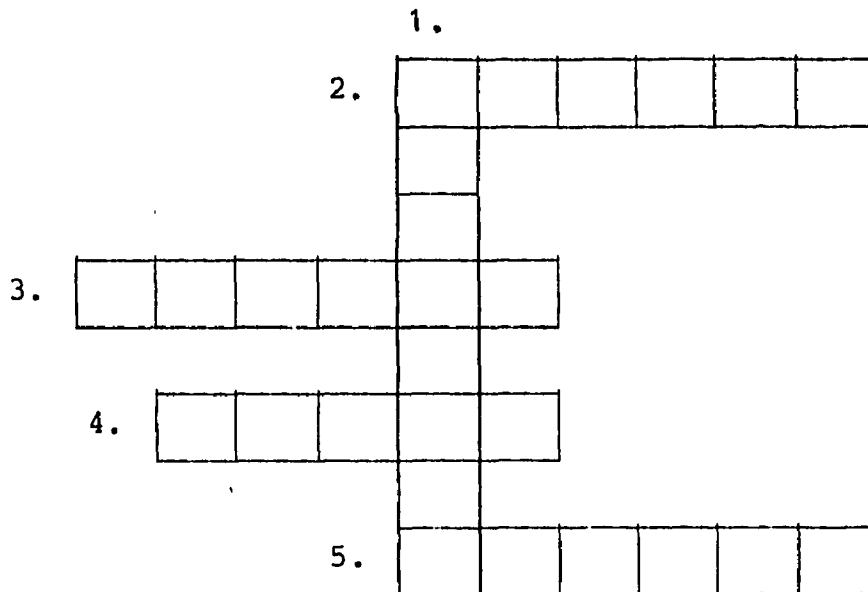
train

Comptine/Chanson - Unit 4

Il court, il court, le furet
le furet du bois mesdames.
Il court, il court, le furet
le furet du bois joli!

Il court, il court, le furet
le furet du bois mesdames.
Il est passé par ici,
il se cachera par là.

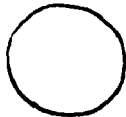


Catégor grille! - Unit 4**Clues:**

1. Le lapin aime les



2. C'est un



rouge.

3. Mon



est sur le livre.

4. Ferme la



s'il te plaît.

5. La



aime le riz.

List: carottes, cercle, crayon, porte, souris.

Anagrammes - Unit 4

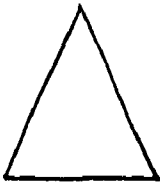
1.



A	E	C	O	R	S	T	T
---	---	---	---	---	---	---	---

les _____

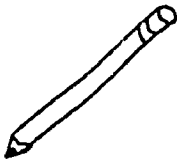
2.



A	E	G	I	L	N	R	T
---	---	---	---	---	---	---	---

le _____

3.



A	C	N	O	R	Y
---	---	---	---	---	---


le _____

4.

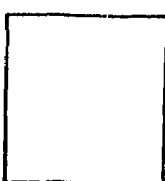


A	G	N	O	R
---	---	---	---	---


le _____

5.  le

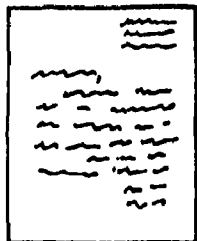
A C P R

6.  le

A C É R R

7.  la

E O P R T

8.  la

E E L R T T

List: carottes, carré, crayon, garçon, lettre, parc, porte, triangle.

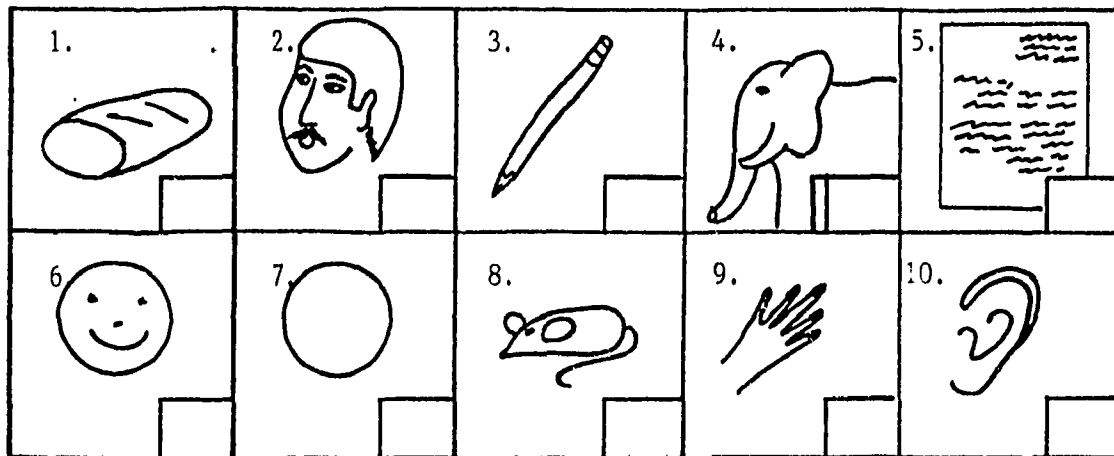
Written Test - Unit 4

Name: _____

- A.
- | | | | |
|----|---|---|---|
| 1. | A | B | C |
| 2. | A | B | C |
| 3. | A | B | C |
| 4. | A | B | C |
| 5. | A | B | C |

- B.
- | | | | | | |
|----|-----|-----|-----|-----|-----|
| 1. | OUI | NON | 6. | OUI | NON |
| 2. | OUI | NON | 7. | OUI | NON |
| 3. | OUI | NON | 8. | OUI | NON |
| 4. | OUI | NON | 9. | OUI | NON |
| 5. | OUI | NON | 10. | OUI | NON |

C.



- D.
- Je dessine un livre.
 - Ma jupe est turquoise.
 - La souris mange des carottes.
 - Mon crayon est sous le papier.

Oral Test - Unit 4

[illegible]

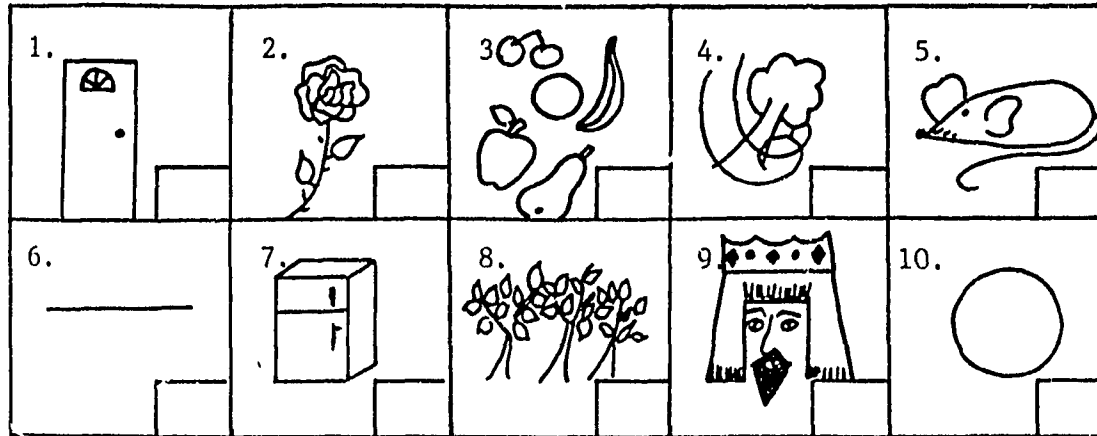
Oral Exercises - Unit 5

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 5

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

- C.
- | | | |
|-----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |
| 6. | A | B |
| 7. | A | B |
| 8. | A | B |
| 9. | A | B |
| 10. | A | B |

- D.
1. C'est un rectangle.
 2. Tu réponds à la question?
 3. La robe est rouge.
 4. Le rat aime les roses.
 5. Richard aime les raisins.
 6. Le ballon n'est pas rond.
 7. Regarde le bon restaurant.
 8. Le chat est dans la rue.
 9. Le roi regarde les chiens.
 10. La radio est sur la table.

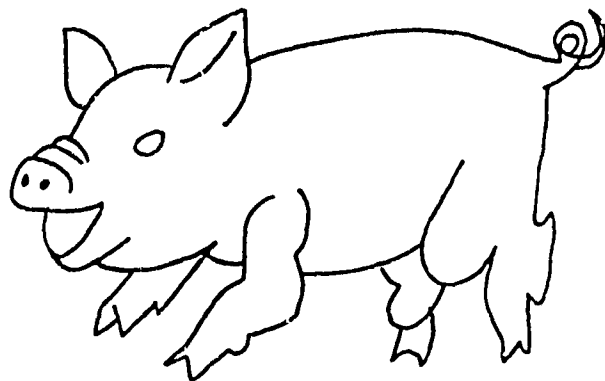
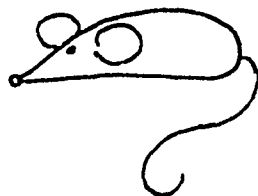
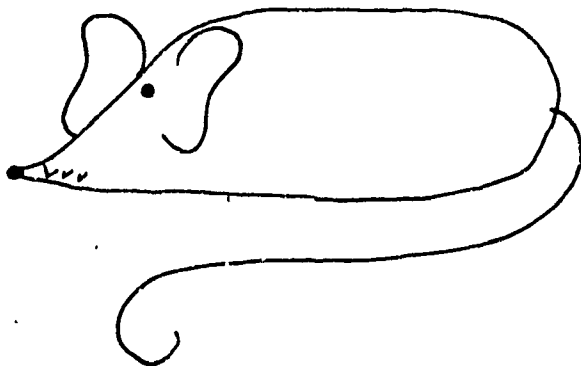
Comptine - Unit 5

Fill in the words which are missing from this comptine.

_____' _____' _____'
La queue du gros _____

_____' _____' _____'
La queue d'une souris

_____' _____' _____'
La queue du cochon.



List: ra, rat, ri, ron.

Mots Cachés - Unit 5

Find the words in the hidden word game.

O	A	R	E	R	I	C	H	A	R	D	U	R	N
R	R	É	F	R	I	G	E	R	A	T	E	U	R
O	A	A	G	R	E	G	A	R	D	E	R	E	O
C	T	L	R	O	B	E	R	A	I	S	I	N	S
R	E	C	T	A	N	G	L	E	O	R	O	I	E
O	N	R	E	S	T	A	U	R	A	N	T	R	A
N	B	U	A	O	L	R	É	P	O	N	D	L	C
D	R	E	O	R	N	B	E	X	R	O	U	G	E

List:

radio

raisins

rat

rectangle

réfrigérateur

regarde

répond

restaurant

Richard

robe

roi

rond

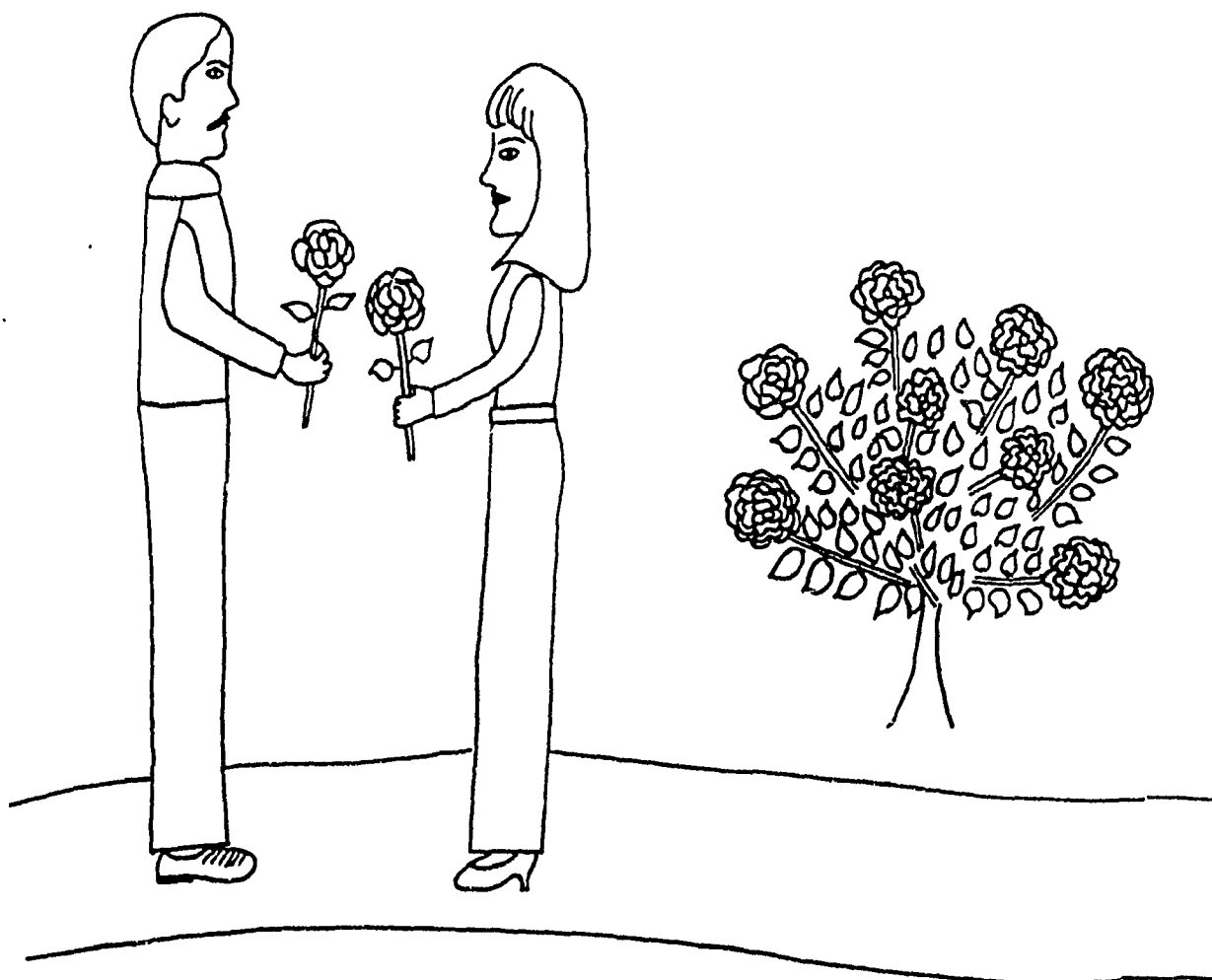
rose

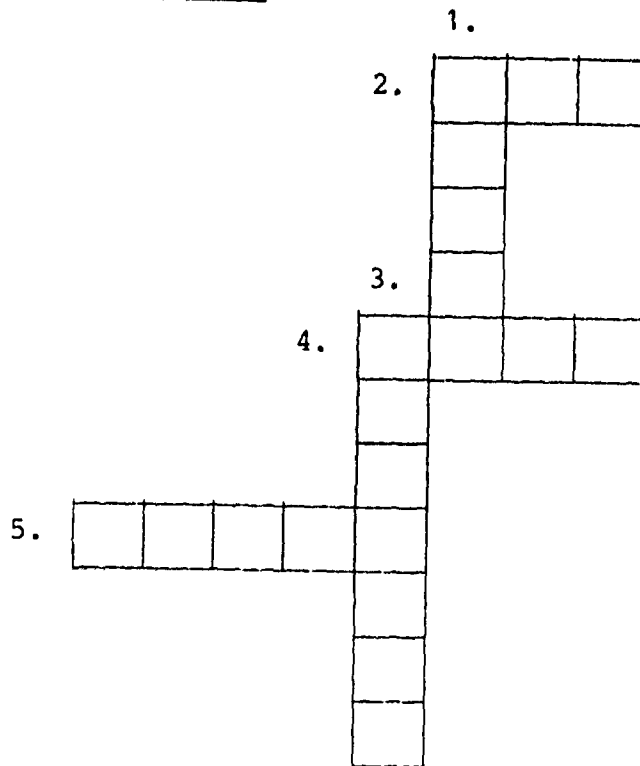
rouge

rue

Comptine/Chanson - Unit 5

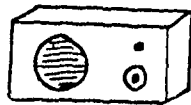
Rosier, plein de roses
Rose éclore pour vous, ma belle.
Rosier, plein de roses
Rose éclore pour vous, mon beau.



Catéogrigille! - Unit 5

Clues:

1. J'écoute la



2. Le chat n'aime pas le



3. Papa mange des



4. Maman a une



jaune.

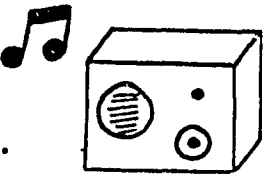

5. Mes




sont sur la table.

List: radio, raisin, rat, robe, rose.

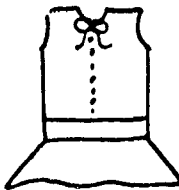
Anagrammes - Unit 5

1.   A D I O R

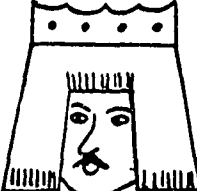
la _____

2.  A I I N R S S

les _____

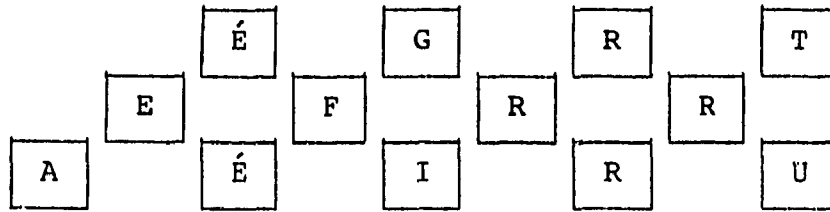
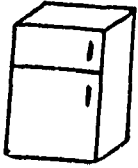
3.  B E O R

la _____

4.  I O R

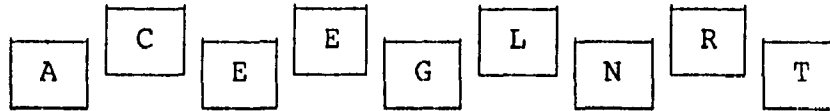
le _____

5.



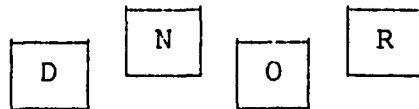
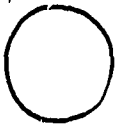
1a _____

6.



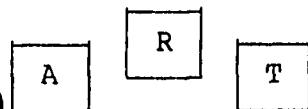
1e _____

7.



1e _____

8.



1e _____

List: radio, raisins, rat, rectangle, réfrigérateur,
robe, roi, rond.

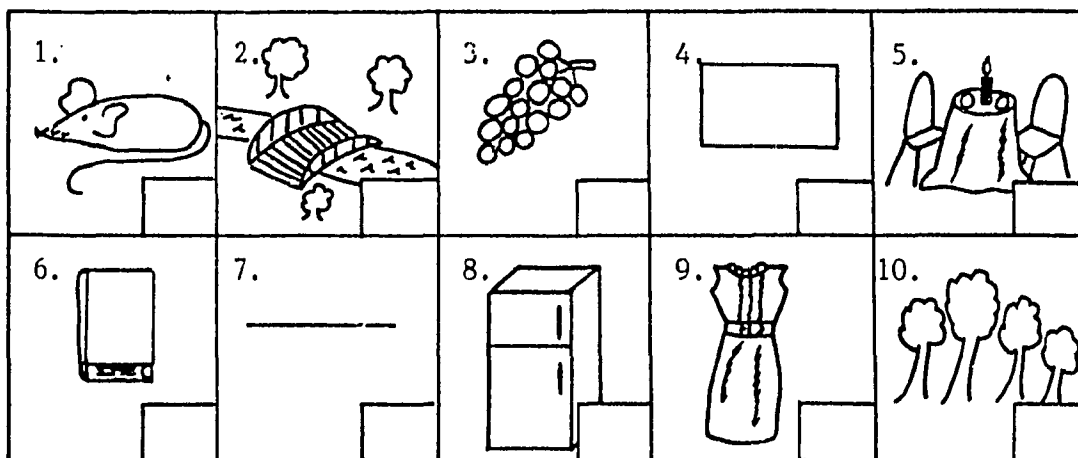
Written Test - Unit 5

Name: _____

- A.
- | | | | |
|----|---|---|---|
| 1. | A | B | C |
| 2. | A | B | C |
| 3. | A | B | C |
| 4. | A | B | C |
| 5. | A | B | C |

- | | | | | | | |
|----|----|-----|-----|-----|-----|-----|
| B. | 1. | OUI | NON | 6. | OUI | NON |
| | 2. | OUI | NON | 7. | OUI | NON |
| | 3. | OUI | NON | 8. | OUI | NON |
| | 4. | OUI | NON | 9. | OUI | NON |
| | 5. | OUI | NON | 10. | OUI | NON |

C.



- D.
1. C'est un ballon rouge.
 2. Je regarde le gros rat.
 3. Les raisins sont bons.
 4. Robert aime les livres.

Oral Test - Unit 5

[illegible]






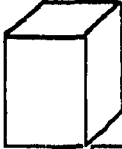

Oral Exercises - Unit 6

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 6

A.

1. <div>Janvier 18 1986</div>	2. 	3. 	4. 	5. <div>Juin 2 mardi</div>
6. <div>1972</div>	7. 	8. 	9. 	10. 

- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

- C.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |

- D.
1. La chatte est dans la cuisine.
 2. C'est mon ami.
 3. Le canard est jaune.
 4. Le chat est malade.
 5. J'aime la salade.
 6. Non, ce n'est pas un rat.
 7. Les balles sont dans le salon.
 8. Ma soeur est malade.

Comptine - Unit 6

Fill in the words which are missing from this comptine.

_____ petite _____ de _____ tante Josée
est bien _____, en grand danger;
le docteur lui _____ le pouls,
pauvre petite _____, elle _____.



List: a, chatte, la, ma, mal, malade, partout, tête.

Mots Cachés - Unit 6

Find the words in the hidden word game.

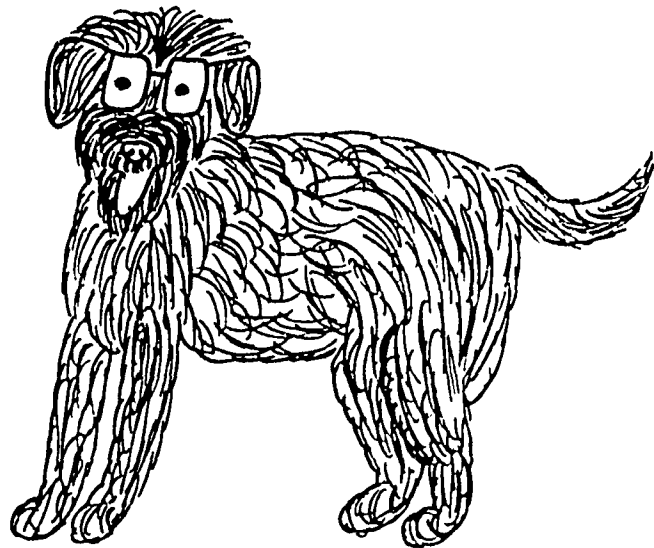
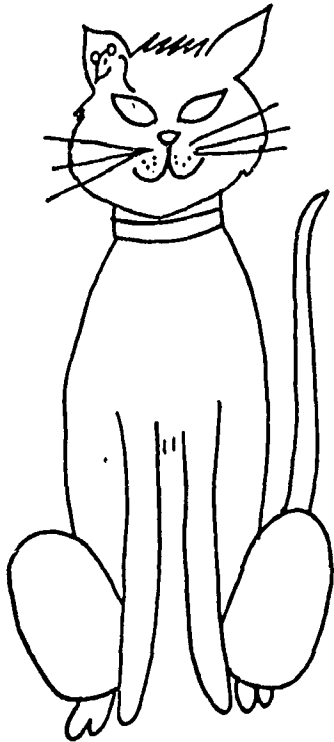
A	Î	M	P	A	L	E	A
C	H	A	T	A	É	É	N
L	A	D	R	S	A	C	N
A	C	A	N	A	R	D	É
S	A	M	A	L	A	D	É
S	G	E	M	A	R	A	R
E	E	A	I	D	A	T	O
B	O	Î	T	E	T	E	I

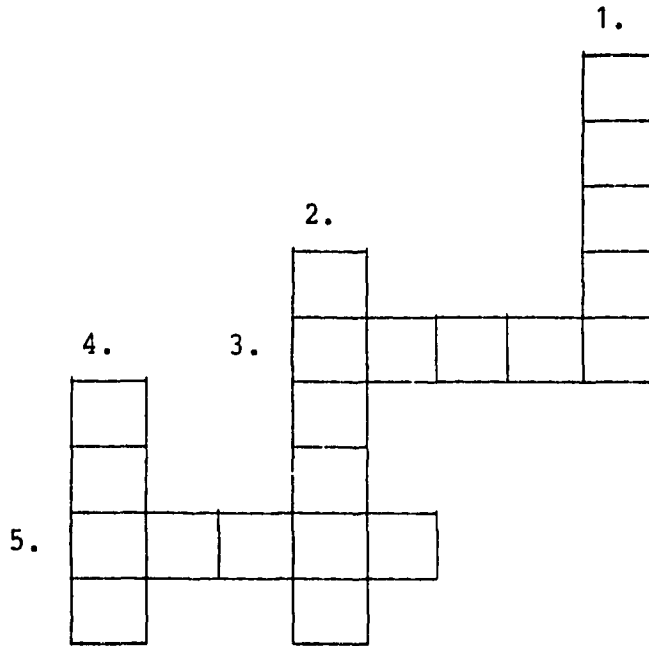
List:

ami	chat	pale
année	classe	rat
boîte	date	roi
cage	madame	sac
canard	malade	salade


Comptine/Chanson - Unit 6

Jamais on n'a vu, jamais on ne verra,
un petit chien porter des lunettes,
jamais on n'a vu, jamais on ne verra,
la queue d'une souris dans l'oreille d'un chat.



Catégorille! - Unit 6

Clues:

1. La  est sous la table.

2. Le  mange le pain.

3. C'est une "1987".

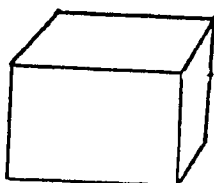
4. Le  est noir.

5. L'  est grand.

List: année, arbre, boîte, canard, chat.

Anagrammes - Unit 6

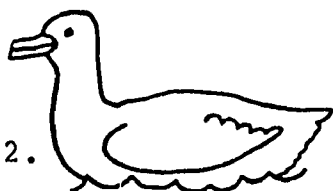
1.



B E Î O T

la _____

2.



A A C D N R

le _____

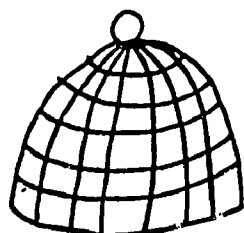
3.



A B E R R

l' _____

4.



A C E G

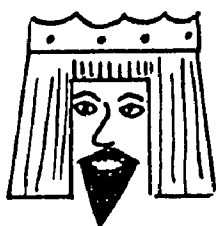
la _____



A R T

5.

le _____



I O R

6.

le _____



A C S

7.

le _____



A E S S T

8.

la _____

List: arbre, boîte, cage, canard, rat, roi, sac, tasse.

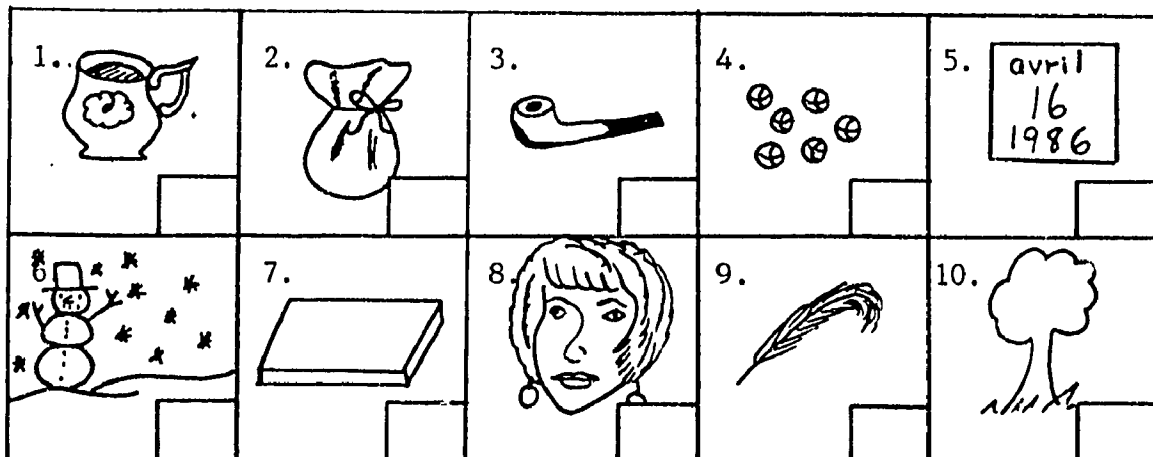
Written Test - Unit 6

Name: _____

- A. 1. OUI NON
 2. OUI NON
 3. OUI NON
 4. OUI NON
 5. OUI NON

- B. 1. OUI NON 6. OUI NON
 2. OUI NON 7. OUI NON
 3. OUI NON 8. OUI NON
 4. OUI NON 9. OUI NON
 5. OUI NON 10. OUI NON

C.



- D. 1. C'est mon ami.
 2. Une souris est dans la cage.
 3. Le rat mange du pain.
 4. Madame Dumonde aime les dindons.

Oral Test - Unit 6

[illegible]









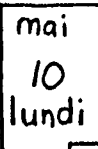
Oral Exercises - Unit 7

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 7

A.

1. 	2. 	3. 	4. 	5. 
6. 1922 1986 1862 1973	7. 	8. 	9. 	10. 

- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

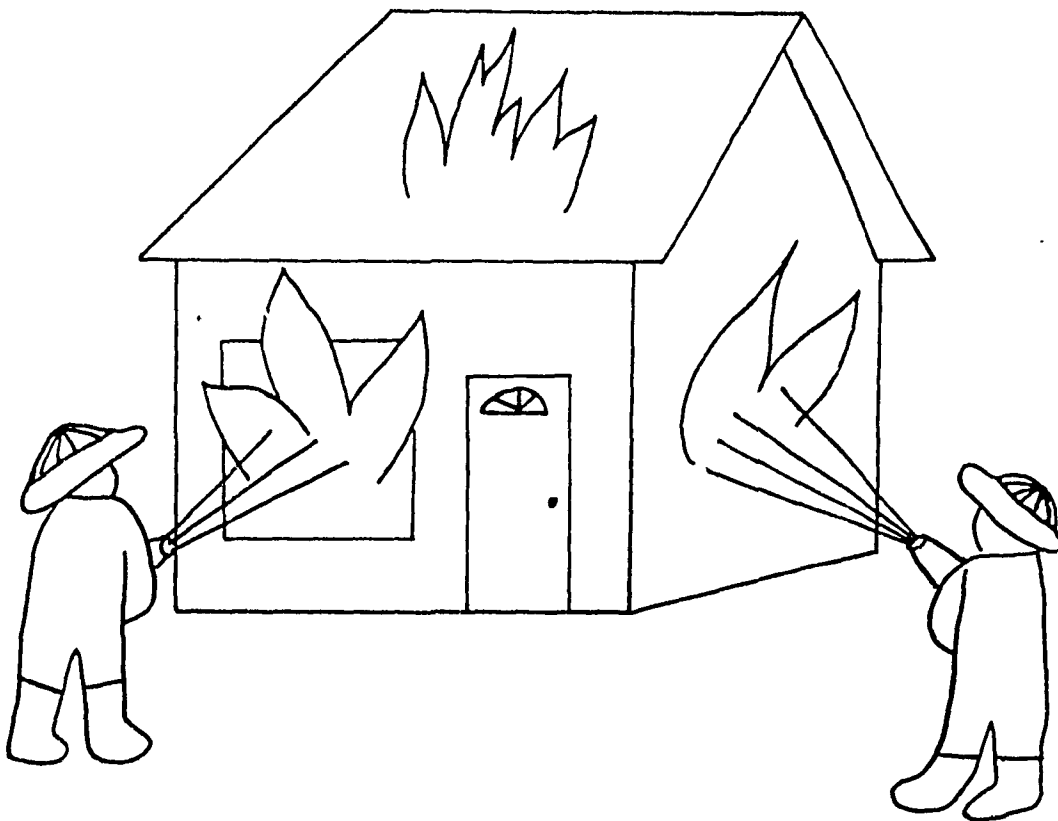
- C.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |

- D.
1. J'aime du thé.
 2. Son nez est très grand.
 3. La fée est belle.
 4. C'est l'été.
 5. J'ai un cahier.
 6. Tu as ses crayons?
 7. Mes cahiers sont sur la table.
 8. C'est mon nez et mes pieds.
 9. Les livres sont sous mes pantalons.

Comptine- Unit 7

Fill in the words which are missing from this comptine.

Au feu _____ ,
la maison qui brûle,
ce n'est pas moi qui l' _____ ,
ce sont _____ petits _____ .



List: ai, brûlée, des, les, pompiers.

Mots Cachés - Unit 7

Find the words in the hidden word game.

F	Â	C	H	É	C	A	F	É	A	É
É	E	A	É	C	H	A	N	T	E	Z
E	C	N	T	A	E	N	E	A	A	A
E	T	H	É	H	Z	C	Z	E	N	N
P	O	M	P	I	E	R	R	B	N	A
É	C	O	L	E	J	B	É	B	É	É
R	P	R	É	R	P	I	E	D	E	R

List:

année

bébé

café

cahier

chantez

chez

été

école

fâché

fée

nez

pied

pompier

pré

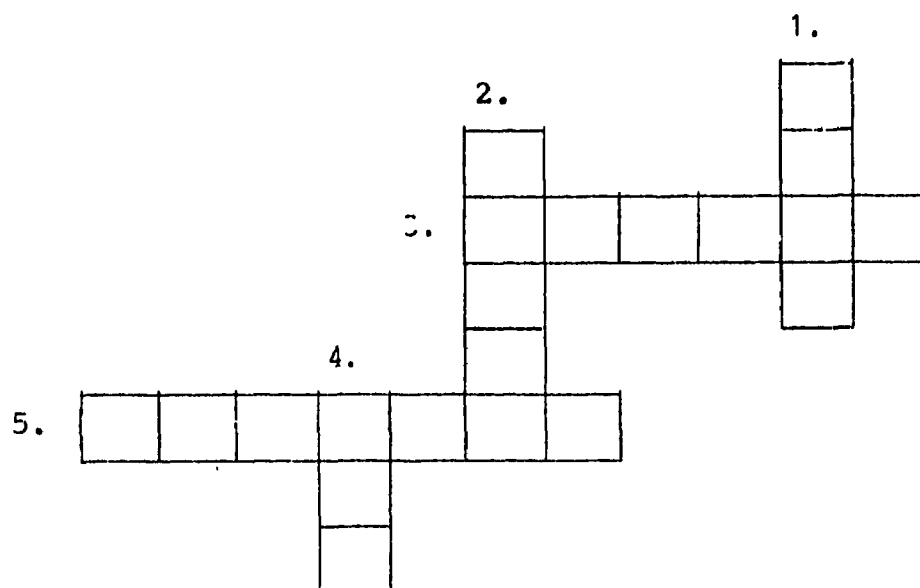
thé

Comptine/Chanson - Unit 7


Frère Jacques, Frère Jacques,
Dormez-vous? Dormez-vous?
Sonnez les matins, sonnez les matins.
Din, din, don, din, din, don.

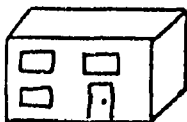



Catégorille! - Unit 7

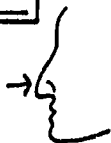


Clues:

1. C'est mon  .

2. Je vais à l'  .

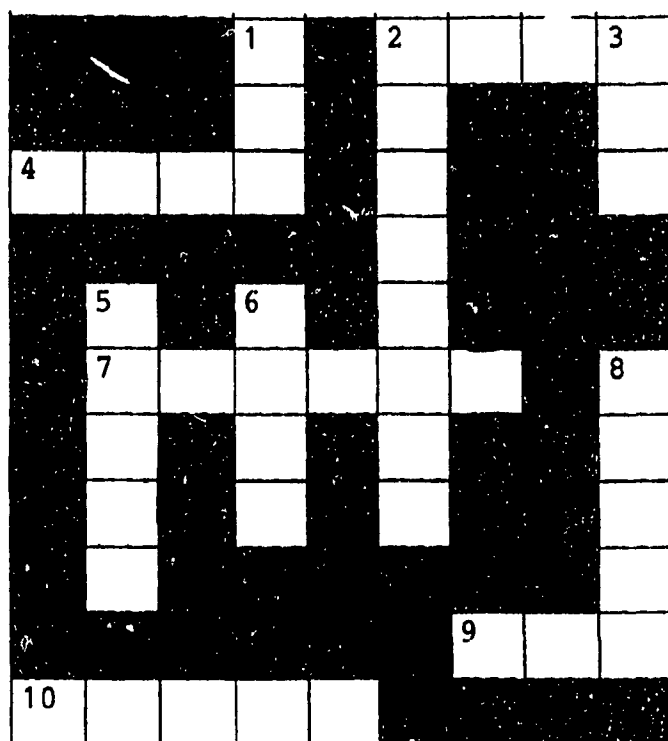
3. C'est mon  .

4. Il a un grand  .

5. Est-ce que vous  ?

List: école, cahier, chantez, nez, pied.

Mots Croisés - Unit 7



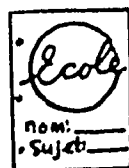
Horizontalement:



4. Ce n'est pas le thé; c'est le



7. C'est mon





9. C'est l'



10. 1986

Verticalement:

1. Donne-moi du  .
2. Au feu des  .
3. Je mange _____ bonbons.
5. Nous allons à l'  .
6. Il est  Paul.
8. Il n'est pas content, il est  .

List: année, café, cahier, chez, des, école, été, fâché,
pied, pompiers, thé.

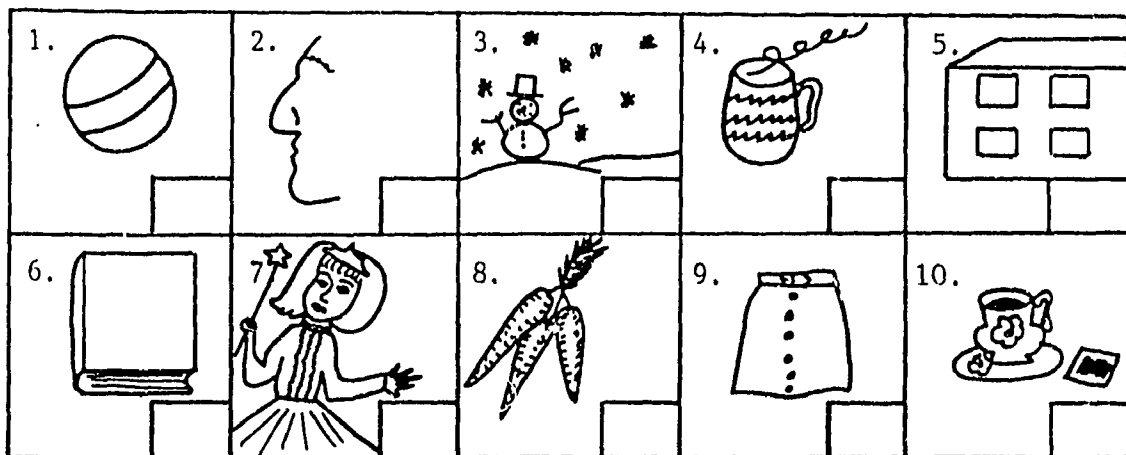
Written Test - Unit 7

Name: _____

- A.
- | | | | |
|----|---|---|---|
| 1. | A | B | C |
| 2. | A | B | C |
| 3. | A | B | C |
| 4. | A | B | C |
| 5. | A | B | C |

- | | | | | | | |
|----|----|-----|-----|-----|-----|-----|
| B. | 1. | OUI | NON | 6. | OUI | NON |
| | 2. | OUI | NON | 7. | OUI | NON |
| | 3. | OUI | NON | 8. | OUI | NON |
| | 4. | OUI | NON | 9. | OUI | NON |
| | 5. | OUI | NON | 10. | OUI | NON |

C.



- D.
- Paul a un grand nez.
 - Tu as deux pieds.
 - J'aime le café noir.
 - Le thé est froid.

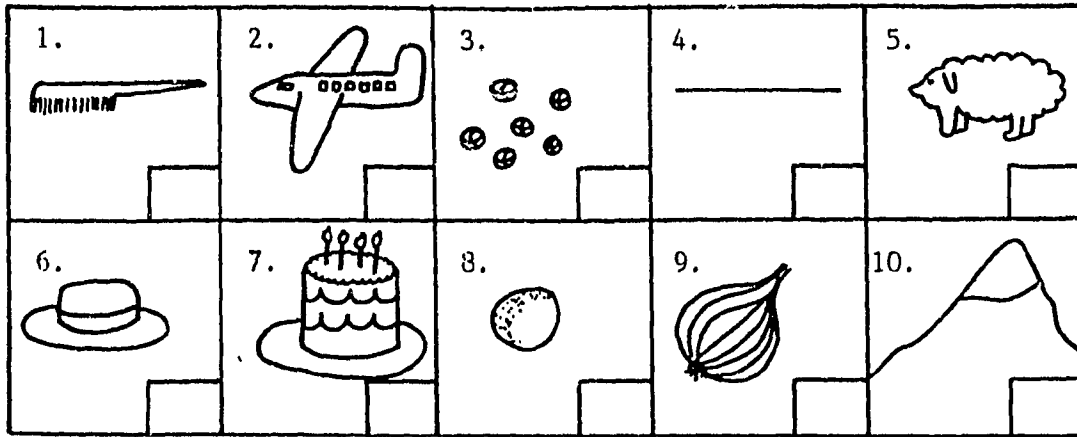
Oral Exercises - Unit 8

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 8

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

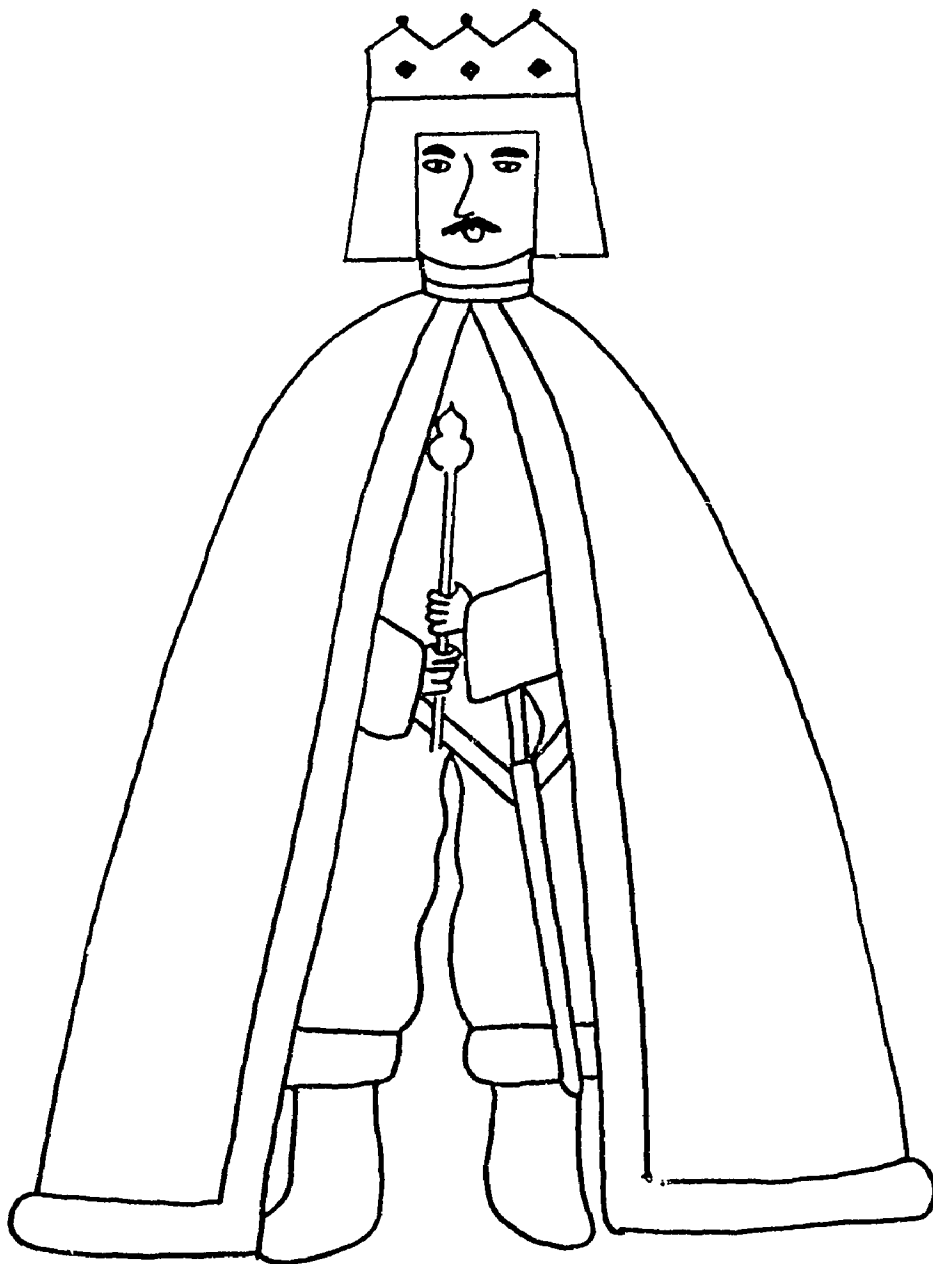
- C.
- | | | |
|-----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |
| 6. | A | B |
| 7. | A | B |
| 8. | A | B |
| 9. | A | B |
| 10. | A | B |

- D.
1. La vigne est dans la campagne.
 2. Où est mon peigne?
 3. Il aime les oignons.
 4. L'agneau est sur la montagne.
 5. Il y a des vignes en Avignon.
 6. Tu vas signer la lettre.
 7. Tu dessines une ligne.
 8. Paul est dans la campagne? Non, il est dans les montagnes.
 9. Le cheval et l'agneau sont dans la campagne.
 10. La peigne est rouge.

Comptine - Unit 8

Fill in the words which are missing from this comptine.

_____,
Roi d'_____,
Empereur,
Roi de Vainqueurs.



List: Charlemagne, Espagne.

Mots Cachés - Unit 8

Find the words in the hidden word game.

K	N	L	P	C	F	R	O	L
C	L	I	R	P	G	A	Z	P
A	C	G	C	D	I	G	N	E
M	O	N	T	A	G	N	E	I
P	X	E	G	V	R	E	V	G
A	R	E	P	I	B	A	I	N
G	C	N	K	G	L	U	G	E
N	M	I	G	N	O	N	N	R
E	C	I	N	O	G	P	E	B
R	O	I	G	N	O	N	X	D

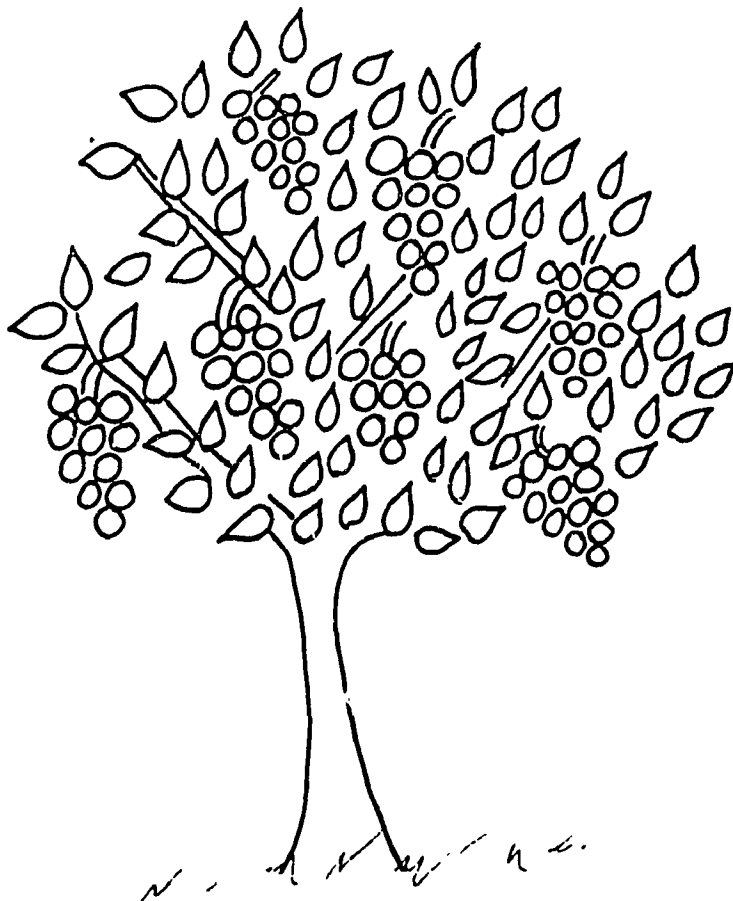
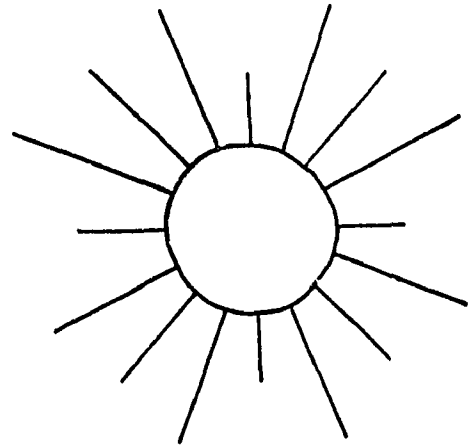
List:

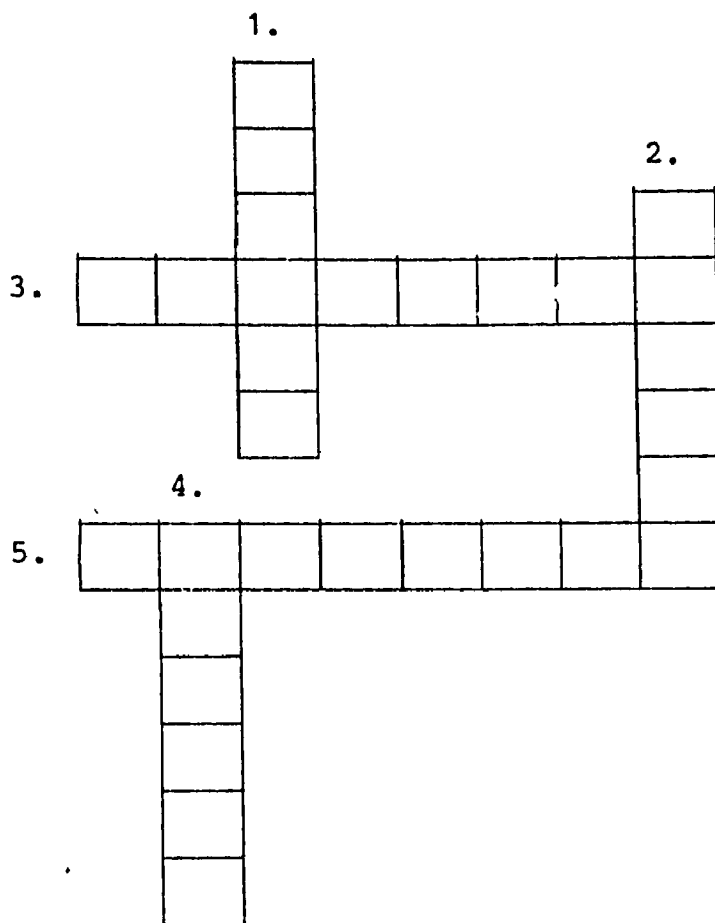
agneau
Avignon
campagne
digne
ligne

mignon
montagne
oignon
peigne
vigne

Comptine/Chanson - Unit 8

Chantons la vigne,
la voilà la jolie vigne,
vigné, vigné, vignons le vin.
La voilà la jolie vigne à vin,
la voilà la jolie vigne.

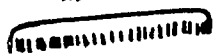


Catégorille! - Unit 8**Clues:**

1. C'est un



2. Où est mon



noir?

3. Regarde la



!

4. Voilà mon



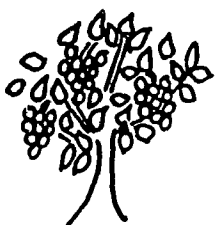
blanc.

5. J'habite dans la

**List:** agneau, campagne, montagne, oignon, peigne.

Anagrammes - Unit 8

1.



E	G	I	N	V
---	---	---	---	---

la _____

2.



A	E	G	M	N	N	O	T
---	---	---	---	---	---	---	---

la _____

3.



G	I	N	N	O	O	S
---	---	---	---	---	---	---

les _____


4.



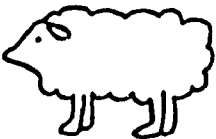
E	G	I	L	N
---	---	---	---	---

la _____


E E G I N P

5.  le _____

A A E G N U

6.  l' _____

A A C E G M N P

7.  la _____

List: agneau, campagne, ligne, montagne, oignons, peigne, vigne.

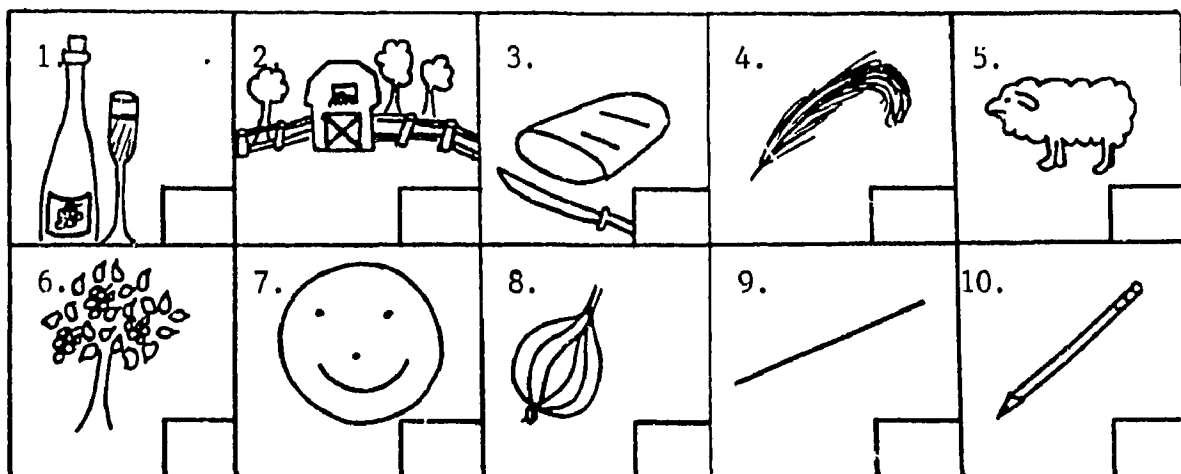
Written Test - Unit 8

Name: _____

- A.
- | | | | |
|----|---|---|---|
| 1. | A | B | C |
| 2. | A | B | C |
| 3. | A | B | C |
| 4. | A | B | C |
| 5. | A | B | C |

- B.
- | | | | | | |
|----|-----|-----|-----|-----|-----|
| 1. | OUI | NON | 6. | OUI | NON |
| 2. | OUI | NON | 7. | OUI | NON |
| 3. | OUI | NON | 8. | OUI | NON |
| 4. | OUI | NON | 9. | OUI | NON |
| 5. | OUI | NON | 10. | OUI | NON |

C.



- D.
1. Tu dessines une ligne avec ton crayon.
 2. Il y a des vignes en Avignon.
 3. Regarde! L'agneau porte un chapeau.
 4. C'est mignon, n'est-ce pas?

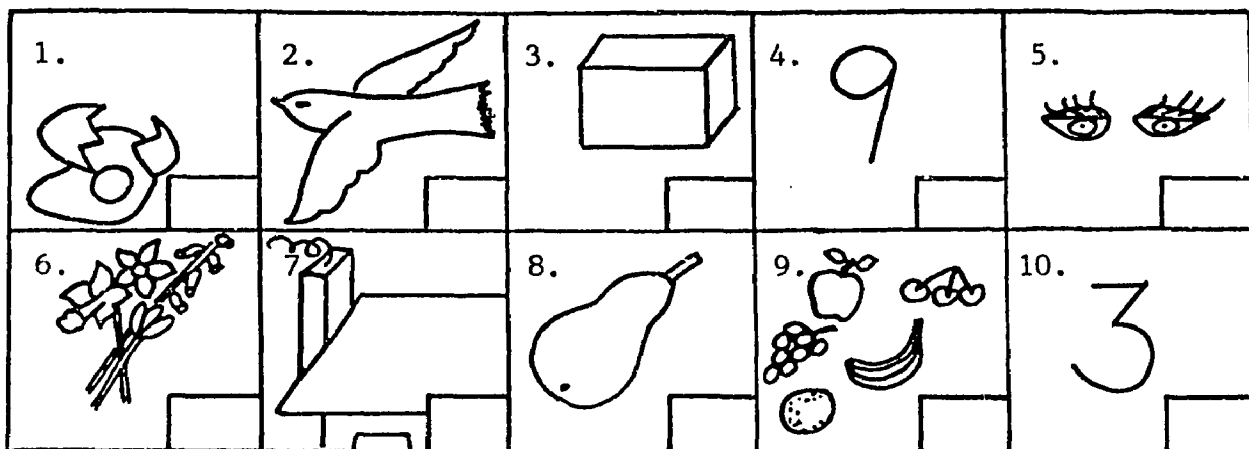
Oral Exercises - Unit 9

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 9

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

- C.
- | | | |
|-----|---|---|
| 1. | S | D |
| 2. | S | D |
| 3. | S | D |
| 4. | S | D |
| 5. | S | D |
| 6. | S | D |
| 7. | S | D |
| 8. | S | D |
| 9. | S | D |
| 10. | S | D |

- D.
1. Ce soir tu vas à l'école.
 2. Ce n'est pas à moi; c'est à toi.
 3. J'aime les poires jaunes.
 4. Le toit n'est pas noir.
 5. Il y a un oiseau dans l'arbre.
 6. Il y a des poires dans la boîte.
 7. Oui, c'est à moi.
 8. Paul a soif.
 9. Les trois garçons sont dans les bois.
 10. Elle aime les pois.

Comptine - Unit 9

Fill in the words which are missing from this comptine.

Hier au _____
il faisait _____
sur le _____.
Boum!



List: noir, soir, trottoir.

Mots Cachés - Unit 9

Find the words in the hidden word game.

A	T	T	O	S	O	I	R
C	T	R	U	F	O	I	S
R	R	O	I	S	E	A	U
B	O	I	S	O	B	P	O
L	T	S	B	I	O	O	N
T	T	N	C	F	Î	I	O
M	O	U	E	S	T	R	I
O	I	R	O	N	E	E	R
I	R	T	O	Î	T	Î	R

List:

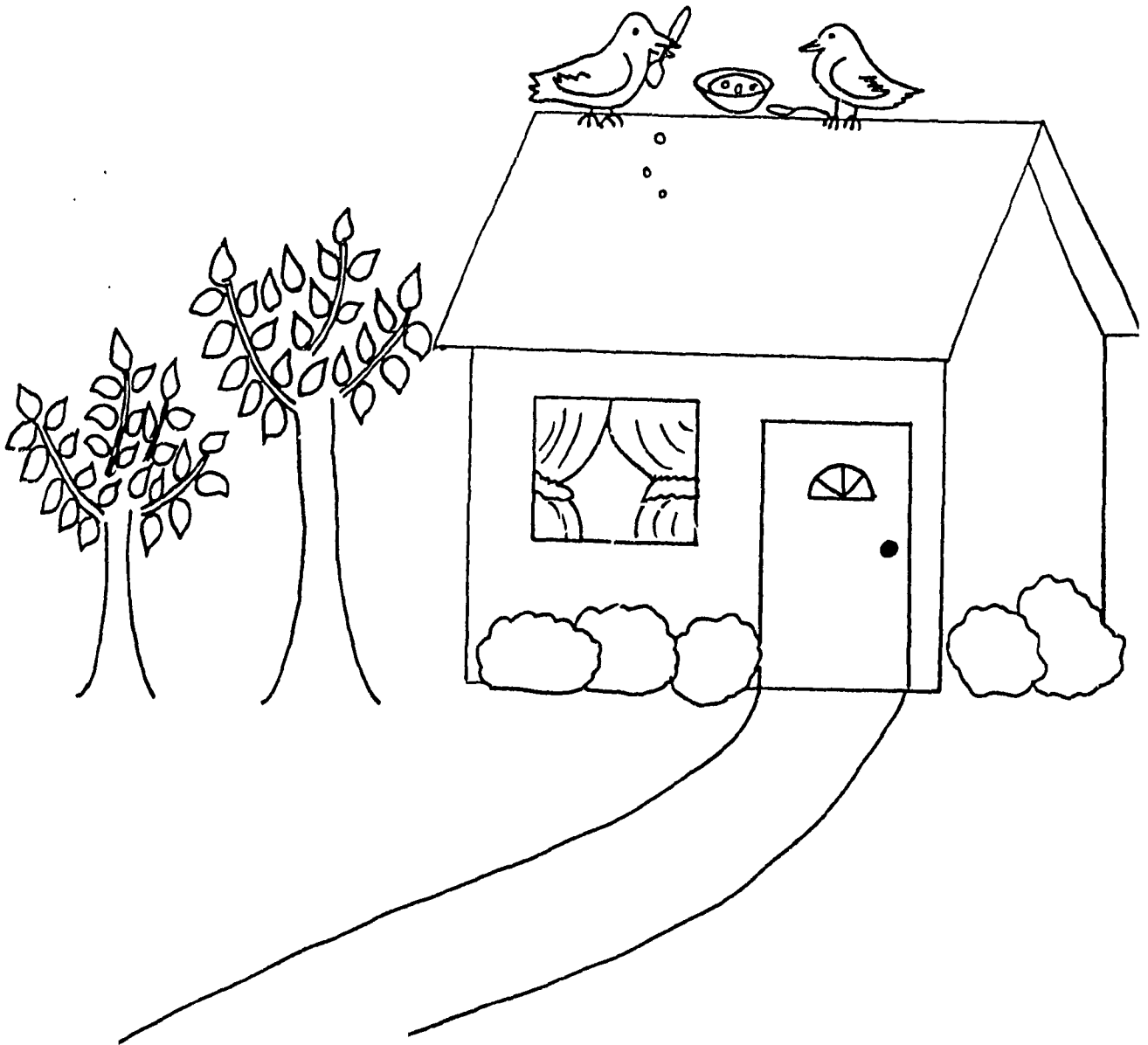
bois
boîte
fois
moi
noir

oiseau
ouest
oui
poire
roi

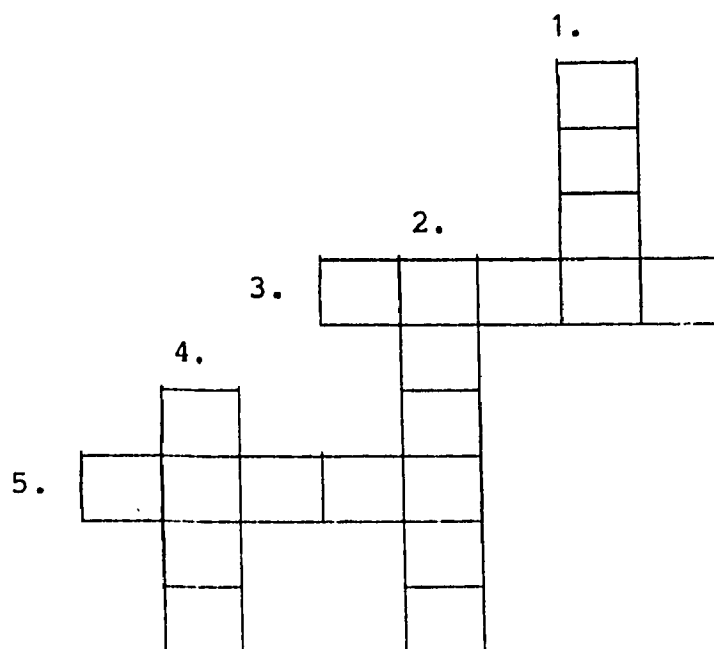
soif
soir
toît
trois
trottoir

Comptine/Chanson - Unit 9

Coua! Coua! Coua!
Les corbeaux sont dans les bois
qui mangent la soupe au pois
sur le toît
s'il en manque un, c'est toi.



Catégor grille! - Unit 9



Clues:

1. Le crayon est



.

2. L'



est bleu.

3. J'aime la



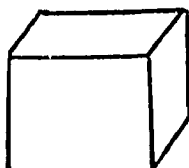
.

4. Il marche dans les



.






5. Il y a une









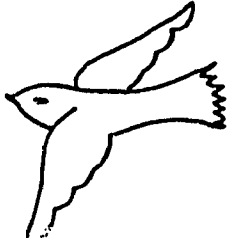






sur la chaise.






List: bois, boîte, noir, oiseau, poire.

Anagrammes - Unit 9

1.      le _____

2.       la _____

3.        l' _____

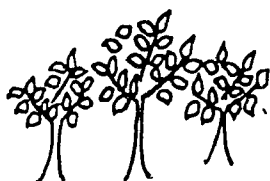
4.      les _____

5.

3

I	O	R	S	T
---	---	---	---	---

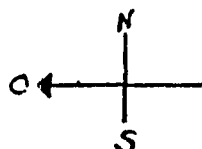
6.



B	I	O	S
---	---	---	---

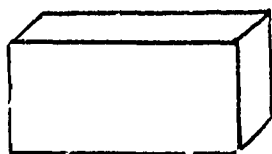
les _____

7.



E	O	S	T	U
---	---	---	---	---

8.



B	E	Î	O	T
---	---	---	---	---

la _____

List: bois, boîte, oiseau, ouest, poire, pois, soir, trois.

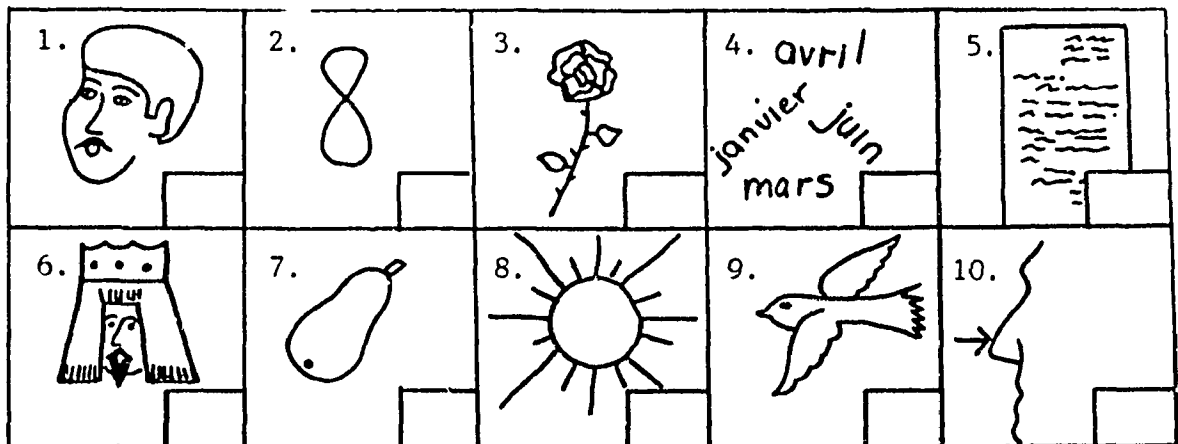
Written Test - Unit 9

Name: _____

- A. 1. OUI NON
 2. OUI NON
 3. OUI NON
 4. OUI NON
 5. OUI NON

- B. 1. OUI NON 6. OUI NON
 2. OUI NON 7. OUI NON
 3. OUI NON 8. OUI NON
 4. OUI NON 9. OUI NON
 5. OUI NON 10. OUI NON

C.



- D. 1. C'est trois fois Paul.
 2. La poire est sur la table.
 3. Pourquoi est-ce que tu manges des bonbons?
 4. Où est le coin français?

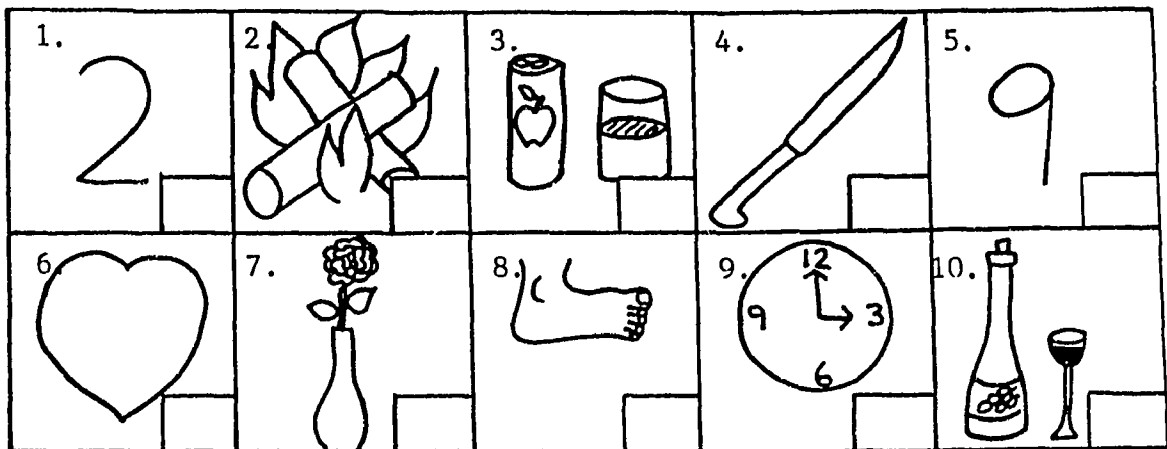
Oral Exercises - Unit 10

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 10

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

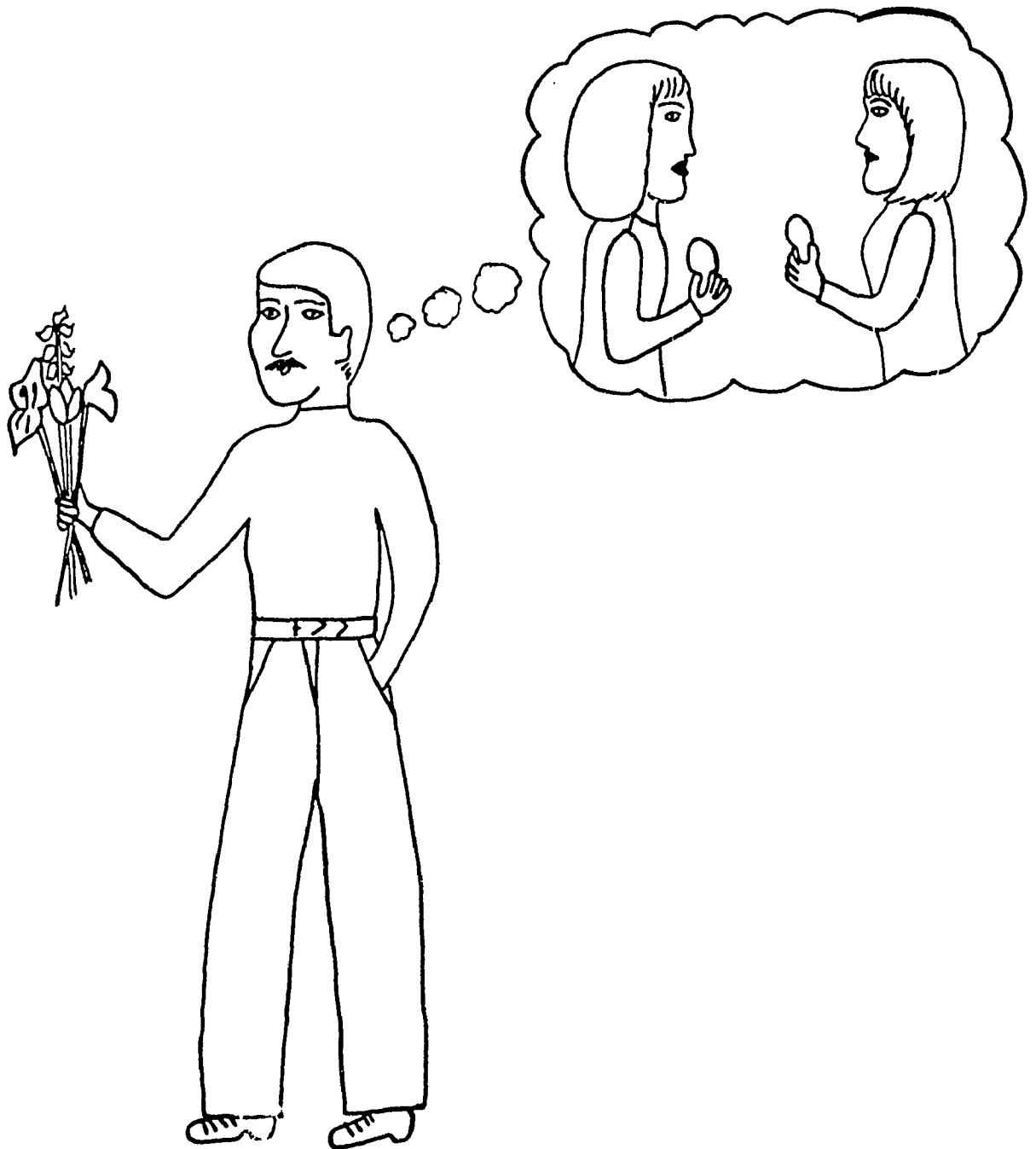
- C.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |

- D.
1. Ma soeur aime des fleurs rouges.
 2. C'est un jeune garçon et sa soeur.
 3. C'est un oeuf blanc.
 4. J'ai neuf crayons bleus.
 5. C'est une jeune fille.
 6. Dessine un coeur rouge et un oeuf.
 7. Donne-moi deux fleurs jaunes.
 8. J'aime la beurre.
 9. Elle a peur de la jeune fille.
 10. Tu as une fleur pour sa soeur.

Comptine - Unit 10

Fill in the words which are missing from this comptine.

Je veux des _____
rouges et bleues
Pour mes deux _____
qui aiment les oeufs.



List: fleurs, soeurs.

Mots Cachés - Unit 10

Find the words in the hidden word game.

P	F	H	F	N	P
E	B	O	L	E	S
U	C	J	E	U	F
R	O	E	U	F	L
B	E	U	R	R	E
J	U	N	F	P	U
F	R	E	N	S	V
H	E	U	R	E	E
O	S	O	E	U	R

List:

beurre

coeur

fleur

fleuve

heure

jeune

neuf

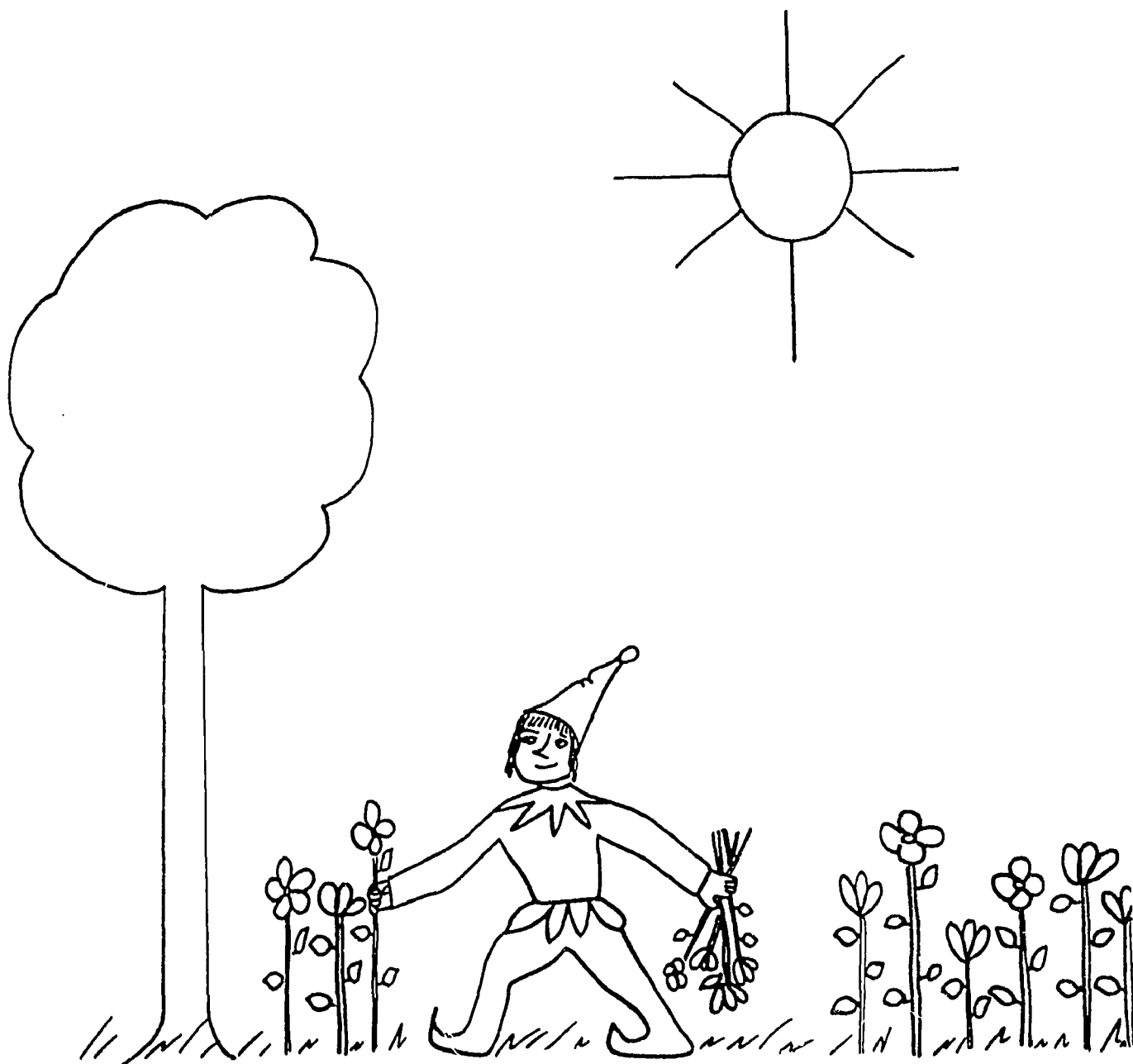
oeuf

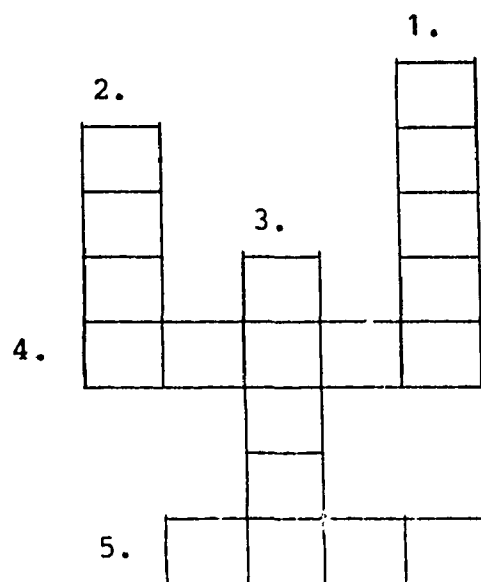
peur

soeur


Comptine/Chanson - Unit 10

Un lutin se promène
au jardin de Marjolaine;
il cueille ici, il cueille là,
une petite fleur et puis s'en va!



Catégorille! - Unit 10**Clues:**

1. La  est rouge.

2. Je mange un  .

3. C'est 1'  .

4. J'aime la  jaune.

5. J'ai  balles.

List: coeur, fleur, heure, neuf, oeuf.

Mots Croisés - Unit 10

1.		E	U	
2.		E	U	
3.	E	U		
4.	E	U		
5.		E	U	
6.		E	U	


Clues:


1. J'ai  balles.

2. Tu as une  pour Maman?

3. C'est  pour le dîner.

4. C'est une  fille.

5. Elle dessine une  rouge.

6. Le chien mange un  .

List: coeur, fleur, heure, jeune, neuf, oeuf.

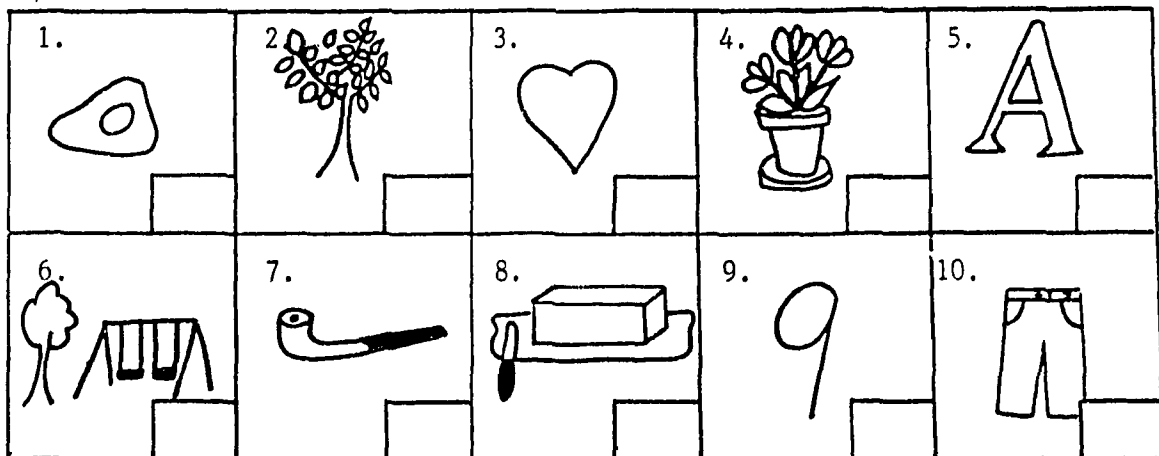
Written Test - Unit 10

Name: _____

- A. 1. A B C
 2. A B C
 3. A B C
 4. A B C
 5. A B C

- B. 1. OUI NON 6. OUI NON
 2. OUI NON 7. OUI NON
 3. OUI NON 8. OUI NON
 4. OUI NON 9. OUI NON
 5. OUI NON 10. OUI NON

C.



- D. 1. C'est une fleur pour ma soeur.
 2. La coeur est rouge.
 3. La fille est jeune.
 4. La beurre est jaune.

Oral Exercises - Unit 11

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B

2. A B

3. A B

4. A B

5. A B

6. A B

7. A B

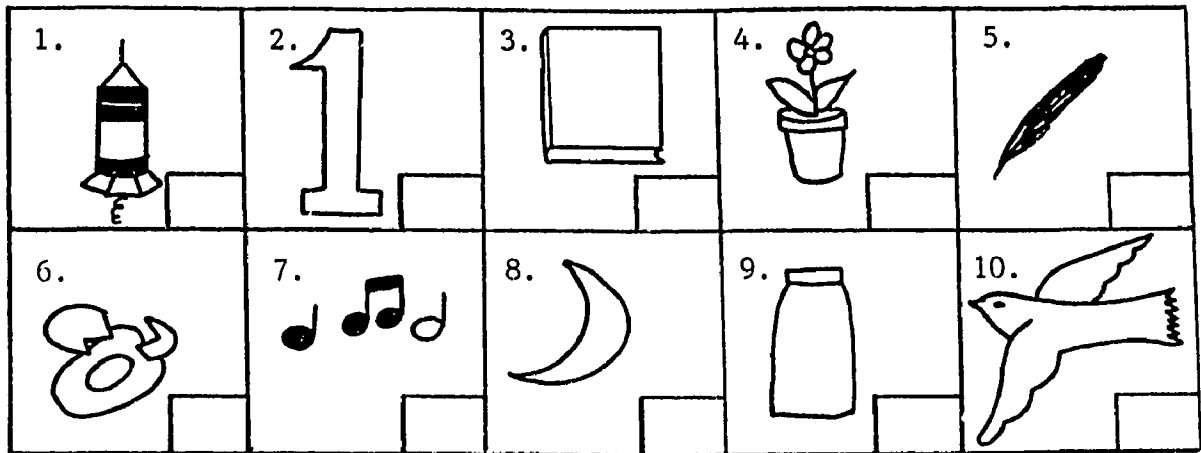
8. A B

9. A B

10. A B

Written Exercises - Unit 11

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

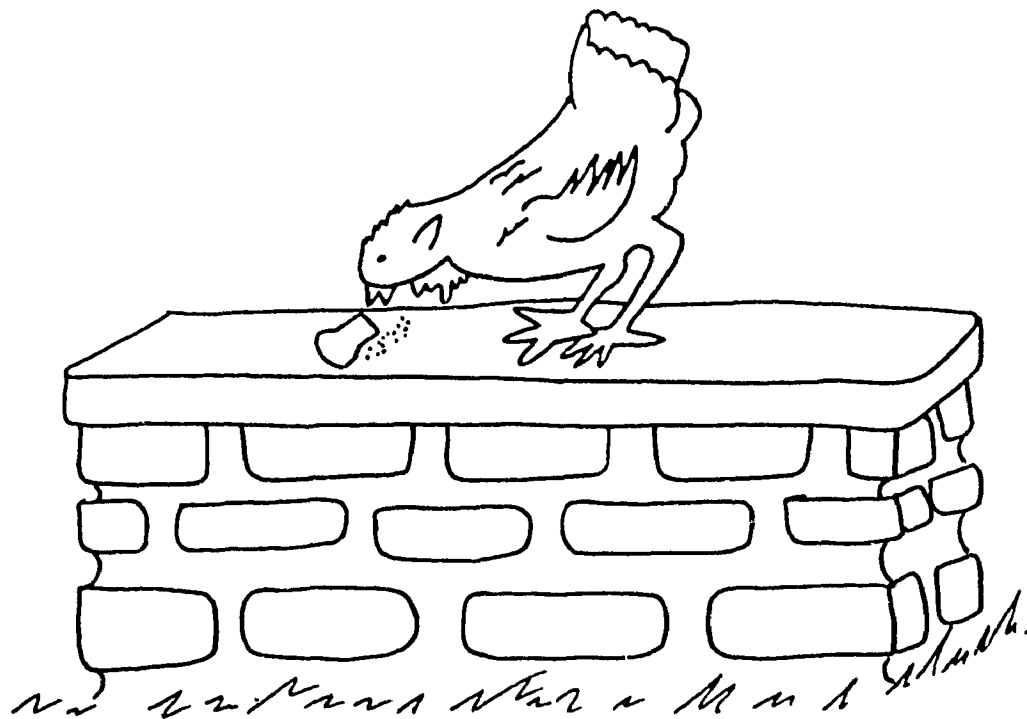
- C.
- | | | |
|-----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |
| 6. | A | B |
| 7. | A | B |
| 8. | A | B |
| 9. | A | B |
| 10. | A | B |

- D.
1. La fusée n'est pas sur la table.
 2. Tu aimes cette jupe turquoise?
 3. Une plume est dans la rue.
 4. Le jus n'est pas là.
 5. Elle dessine une lune jaune.
 6. C'est une surprise!
 7. Le sucre est sur la table.

Comptine - Unit 11

Fill in the words which are missing from this comptine.

_____ poule _____ un _____
 qui picote _____ pain _____.
 Picoti! Picota! Lève le queue
 et puis s'en va!



List: dur, mur, sur, une.

Mots Cachés - Unit 11

Find the words in the hidden word game.

S	S	U	C	R	E	S	U	R
J	V	L	M	U	R	U	E	F
U	O	U	U	N	E	R	M	U
P	I	N	S	P	F	P	J	S
E	T	E	I	L	É	R	U	É
T	U	R	Q	U	O	I	S	E
D	R	R	U	M	L	S	M	S
U	E	S	E	E	J	E	T	P

List :

du

fusée

jupe

jus

lune

mur

musique

plume

rue

sucré

sur

surprise

turquoise

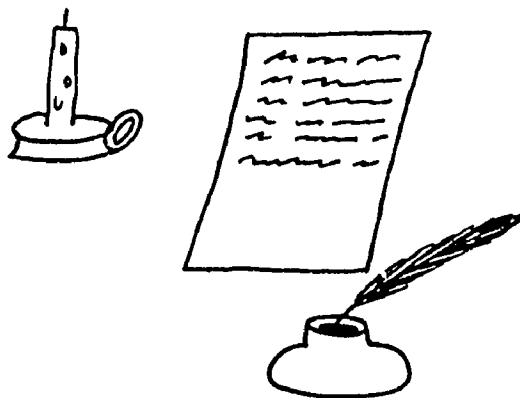
une

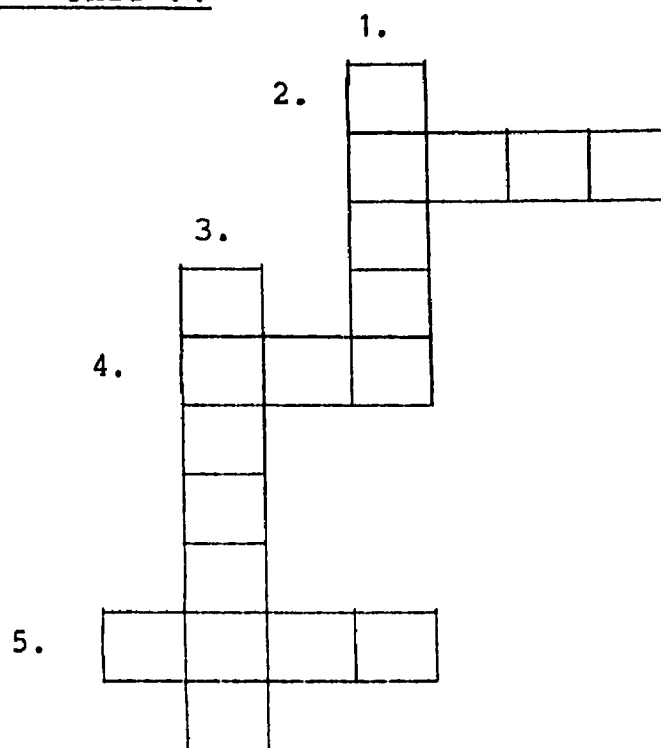
voiture


Comptine/Chanson - Unit 11

Au claire de la lune
Mon ami Pierrot
Prête-moi ta plume
Pour écrire un mot.


Ma chandelle est morte
Je n'ai plus de feu
Ouvre-moi ta porte
Pour l'amour de Dieu.





Catégorille! - Unit 11**Clues:**

1. C'est une  .

2. La  est jaune.

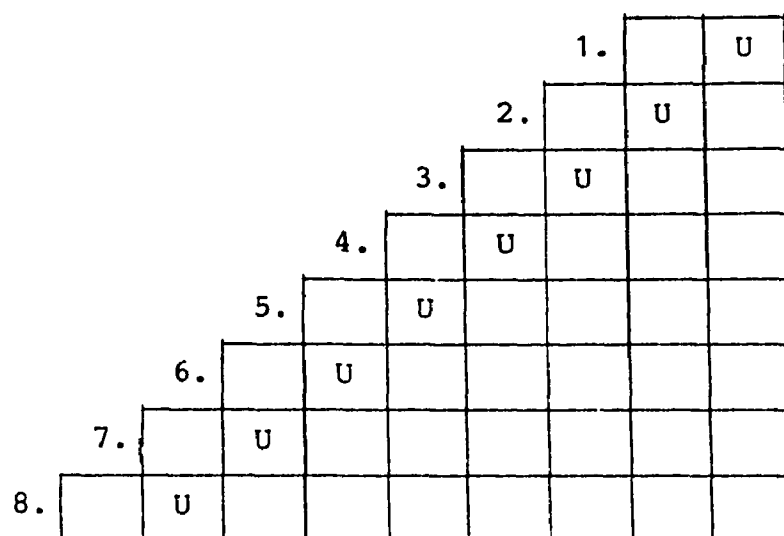
3. Tu écoutes la  ?

4. C'est  banane.

5. Ce n'est pas ma  .

List: jupe, lune, musique, plume, une.

Mots Croisés - Unit 11



Clues:


1. _____ as une balie.

2. La balle est  la table.

3. C'est ma  rouge.

4. Le  est blanc.

5. Il y a des  dans la boîte.

6. Tu aimes la  ?

7. C'est une  ?

8. Ma robe n'est pas rouge. C'est _____.

List: fusées, jupe, musique, sucre, sur, surprise, tu, turquoise.

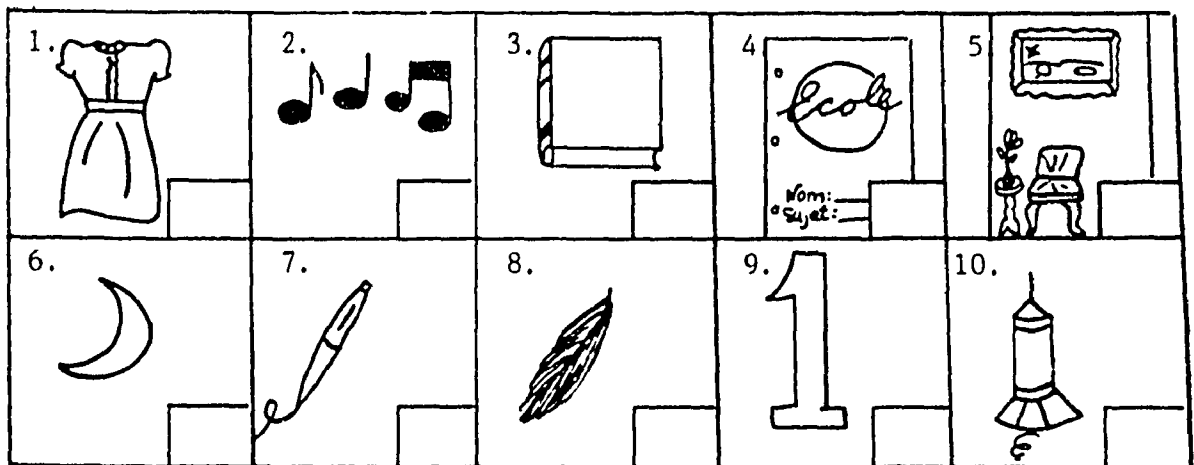
Written Test - Unit 11

Name: _____

- A.
- | | | | |
|----|---|---|---|
| 1. | A | B | C |
| 2. | A | B | C |
| 3. | A | B | C |
| 4. | A | B | C |
| 5. | A | B | C |

- | | | | | | | |
|----|----|-----|-----|-----|-----|-----|
| B. | 1. | OUI | NON | 6. | OUI | NON |
| | 2. | OUI | NON | 7. | OUI | NON |
| | 3. | OUI | NON | 8. | OUI | NON |
| | 4. | OUI | NON | 9. | OUI | NON |
| | 5. | OUI | NON | 10. | OUI | NON |

C.



- D.
- La lune est jaune.
 - Ta jupe et ta plume sont ici.
 - Tu aimes le jus à l'orange?

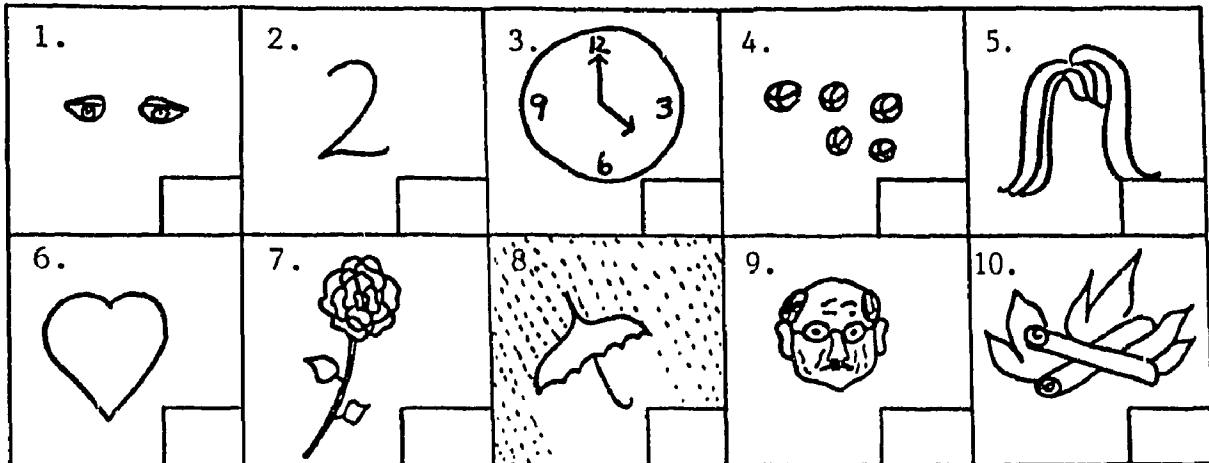
Oral Exercises - Unit 12

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 12

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

- C.
- | | | |
|-----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |
| 6. | A | B |
| 7. | A | B |
| 8. | A | B |
| 9. | A | B |
| 10. | A | B |

- D.
1. Nous avons deux yeux.
 2. Il aime des oeufs?
 3. Il pleut dehors.
 4. Voici mon crayon bleu.
 5. Paul est jeune.
 6. Tu as deux yeux.
 7. Le feu est orange.
 8. Il pleut un peu.
 9. Marc veut deux oeufs.
 10. C'est des feux.

Comptine - Unit 12

Fill in the words which are missing from this comptine.

Je _____ des fleurs
 Rouges et _____.
 Je _____ des fleurs
 Pour mes _____ soeurs
 Qui ont les _____.



List: bleues, bleus, deux, veux, yeux.

Mots Cachés - Unit 12

Find the words in the hidden word game.

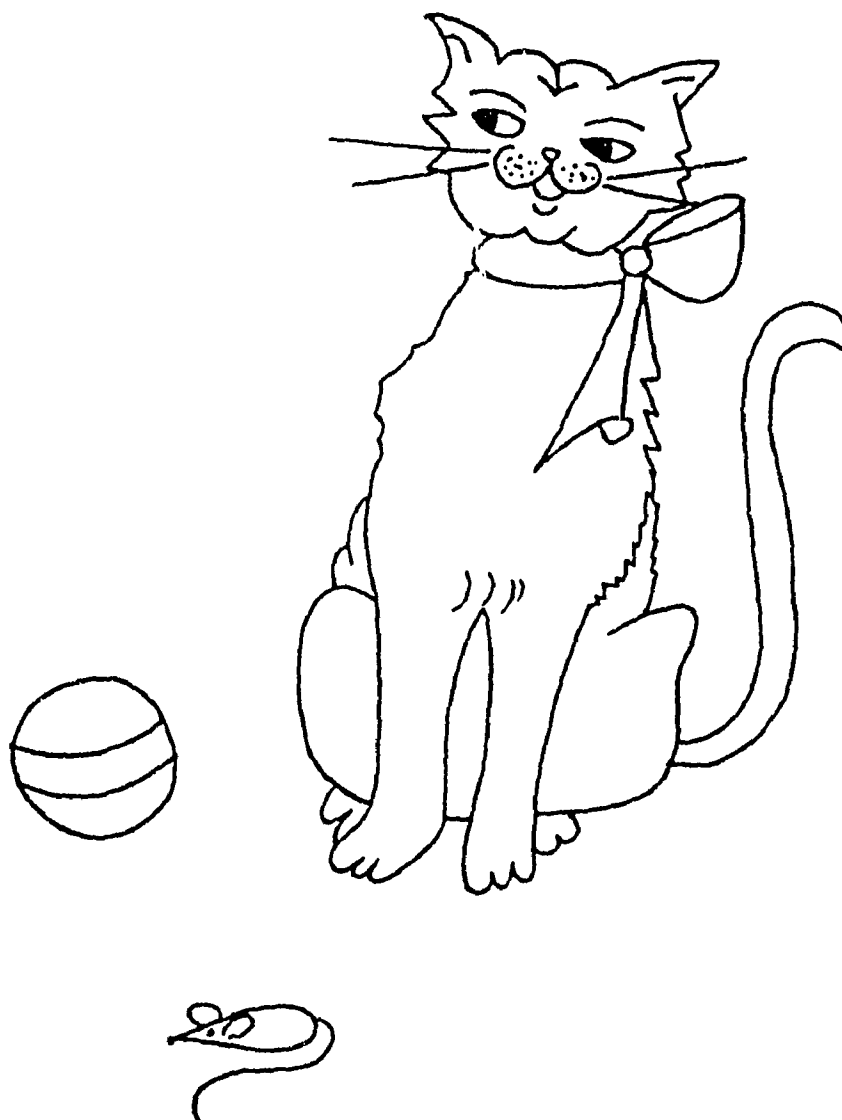
B	Y	Y	F	E	U	C	J	V
C	O	E	U	F	S	H	E	X
D	E	U	X	B	V	E	U	X
D	P	L	E	U	T	V	X	X
F	M	O	N	S	I	E	U	R
M	O	N	B	L	E	U	Y	P
O	E	E	Y	E	U	X	O	F

List:

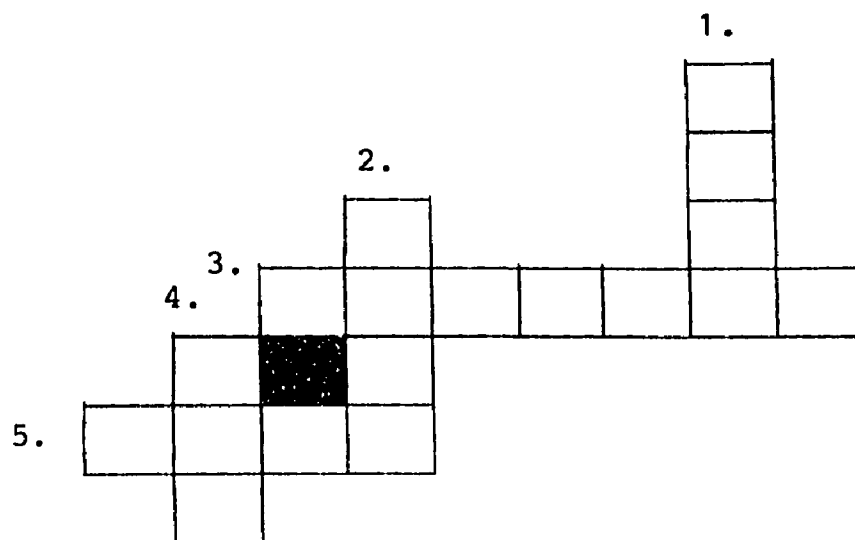
bleu	monsieur
cheveux	oeufs
deux	pleut
feu	veux
jeux	yeux

Comptine/Chanson - Unit 12

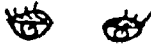


À la queue leu leu
mon petit chat est bleu;
s'il est bleu,
tant mieux;
s'il est gris,
tant pis.



Catégor grille! - Unit 12



Clues:

1. Mon crayon est _____.
2. C'est ses .
3. Paul est .
4. C'est un .
5. Il y a 2 balles dans la boîte.

List: bleu, deux, feu, heureux, yeux.

Anagrammes - Unit 12

1.

2

D	E	U	X
---	---	---	---

2.



E	F	O	S	U
---	---	---	---	---

les _____

3.




E	L	P	T	U
---	---	---	---	---


il _____

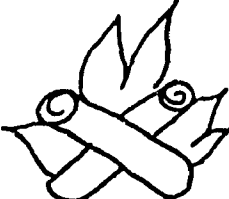
4.




E	I	U	V	X
---	---	---	---	---

5.  E U X Y les _____

6.  C E E H U V X les _____

7.  E F U la _____

8.  E E H R U U X _____

List: cheveux, deux, feu, heureux, oeufs, pleut, vieux, yeux.

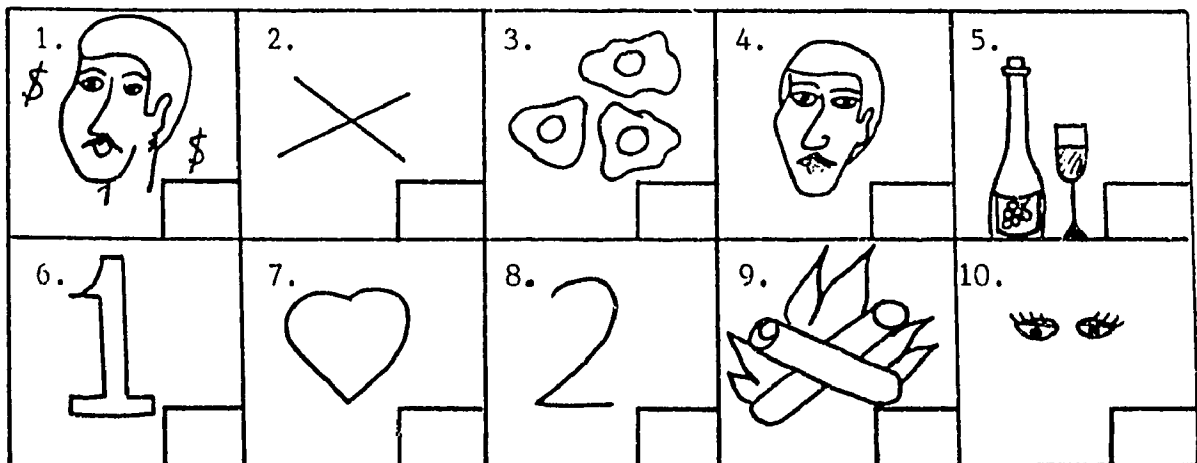
Written Test - Unit 12

Name: _____

- A. 1. OUI NON
 2. OUI NON
 3. OUI NON
 4. OUI NON
 5. OUI NON

- B. 1. OUI NON 6. OUI NON
 2. OUI NON 7. OUI NON
 3. OUI NON 8. OUI NON
 4. OUI NON 9. OUI NON
 5. OUI NON 10. OUI NON

C.



- D. 1. Je veux un train bleu.
 2. C'est deux oeufs.
 3. J'aime les jeux.

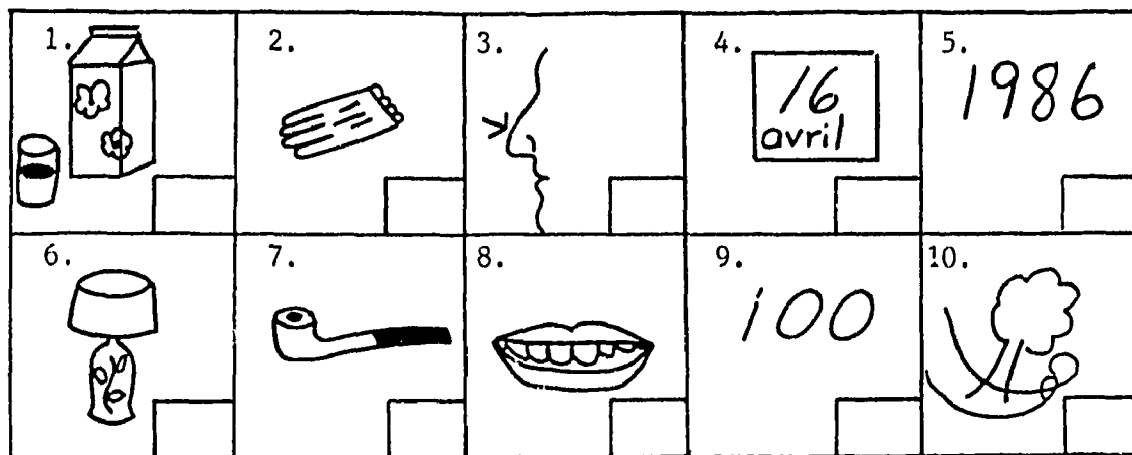
Oral Exercises - Unit 13

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 13

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

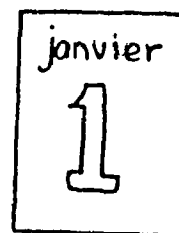
- C.
- | | | |
|-----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |
| 6. | A | B |
| 7. | A | B |
| 8. | A | B |
| 9. | A | B |
| 10. | A | B |

- D.
1. Maman est dans la cuisine.
 2. Elle a cent livres blancs.
 3. Le garçon a des dents blanches.
 4. La fille marche lentement.
 5. Il fait du vent.
 6. C'est la jambe de la poupée.
 7. Papa va à la banque avec Maman.
 8. Elle a cent bonbons.
 9. Elle chante bien.
 10. L'éléphant est grand.

Comptine - Unit 13

Fill in the words which are missing from this comptine.

Je connais un _____
Qui mettait des _____
Le premier jour de l' _____
Pour voir ses _____.



List: An, blancs, éléphant, gants, parents.

Mots Cachés - Unit 13

Find the words in the hidden word game.

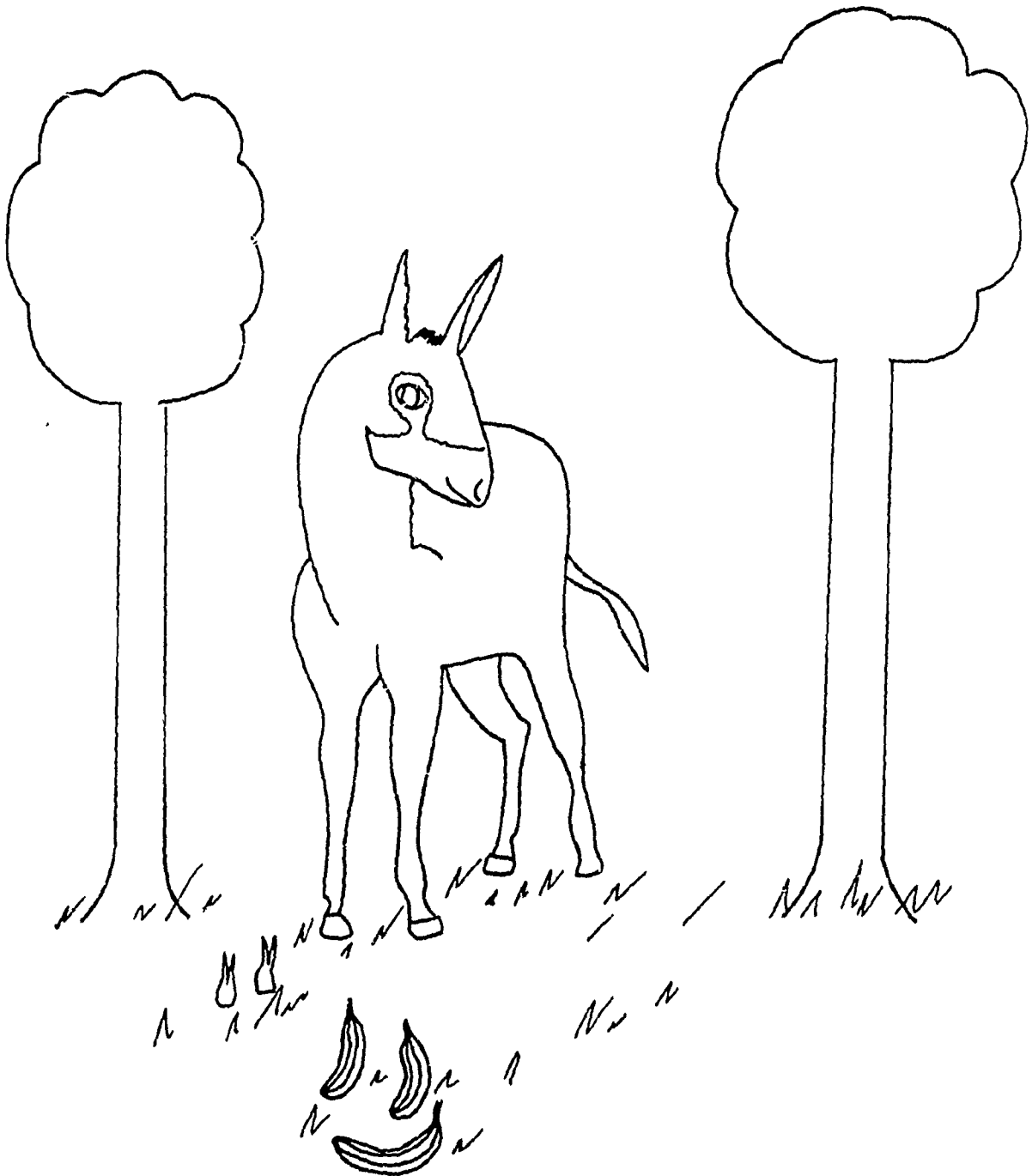
E	N	F	A	N	T	Q	V	D	C	G
M	M	B	A	N	Q	U	E	L	S	A
A	L	L	R	A	L	A	N	M	A	N
M	A	A	G	C	O	N	T	E	N	T
A	M	N	E	E	E	D	A	E	S	S
N	P	C	N	N	N	J	A	M	B	E
D	E	N	T	T	T	J	D	A	N	S

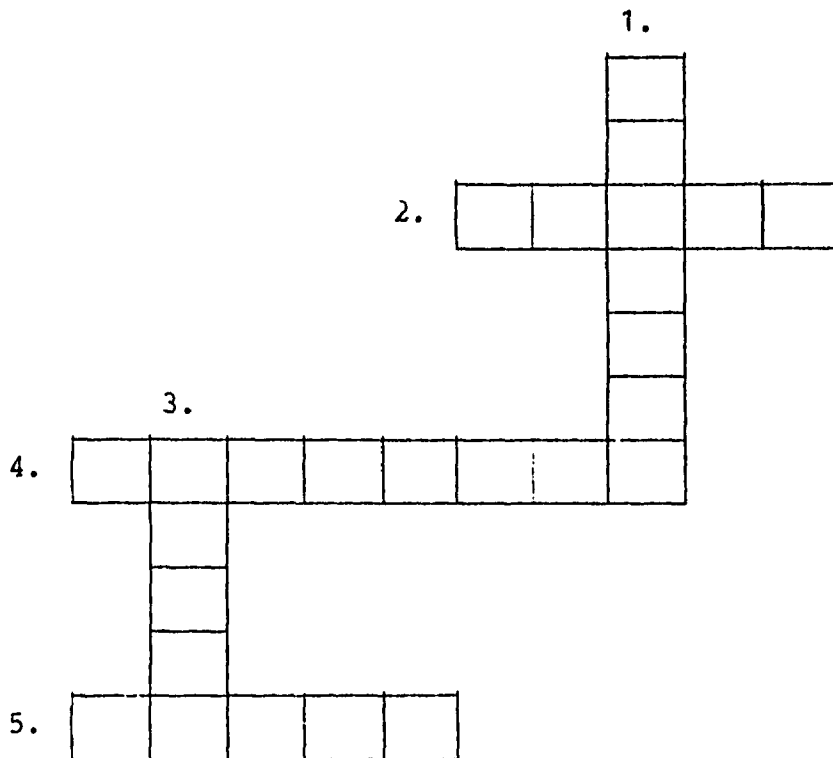
List:

argent	dans	lampe
banque	dent	maman
blanc	enfant	quand
cent	gants	sans
content	jambe	vent

Comptine/Chanson - Unit 13

L'âne noir et blanc
De ma tante Jeanne
A perdu deux dents
En mangeant des bananes.



Catégorille! - Unit 13**Clues:**

1. Je suis .



2. Où sont mes



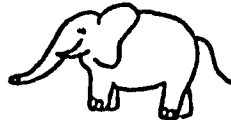
?

3. La



est sur la table.

4. C'est un



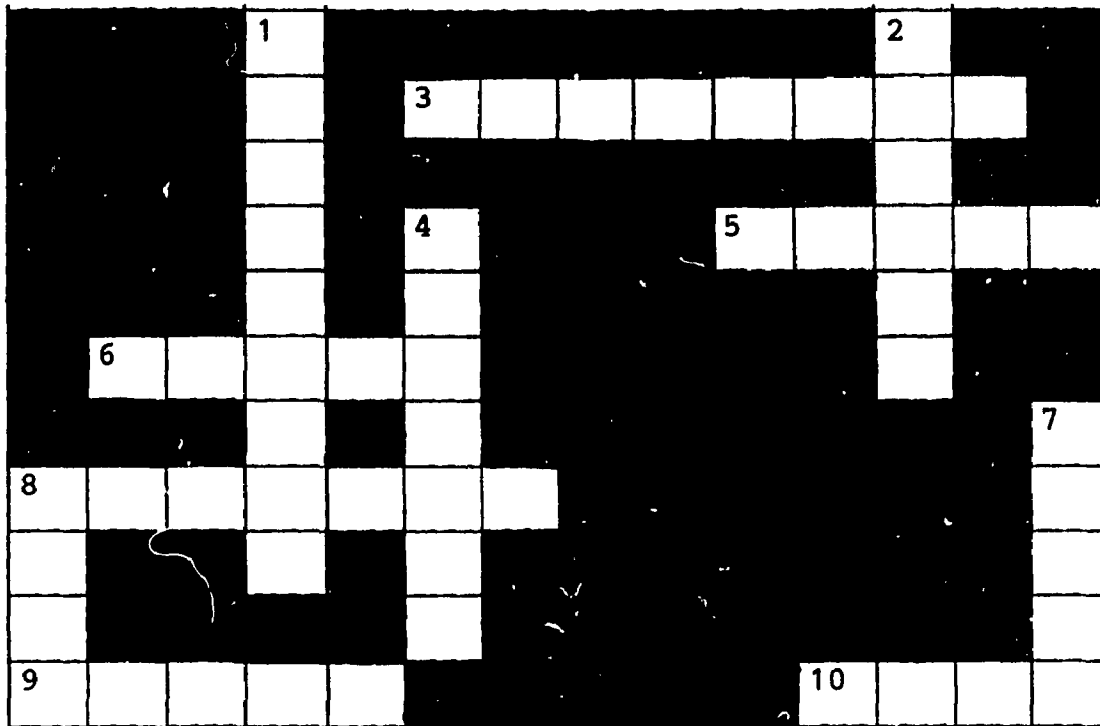
.

5. Ses



sont blanches.

List: content, dents, éléphant, gants, lampe.

Mots Croisés - Unit 13**Horizontalement:**

3. C'est un grand  .

5. Mon chapeau est _____; il n'est pas rouge.

6. Oui, _____; j'aime des bonbons.

8. Tu aimes  ?


9. Quel _____ fait-il?


10. J'aime le café noir; _____ crème.

Verticalement:

1. Je marche _____; pas vite.

2. C'est un _____.

4. Je ne suis pas  .

7. Où sont mes  ?

8. Il y a 100 chiens dans la maison.

List: blanc, cent, chanter, content, éléphant, enfant,
gants, lentement, Maman, sans, temps.

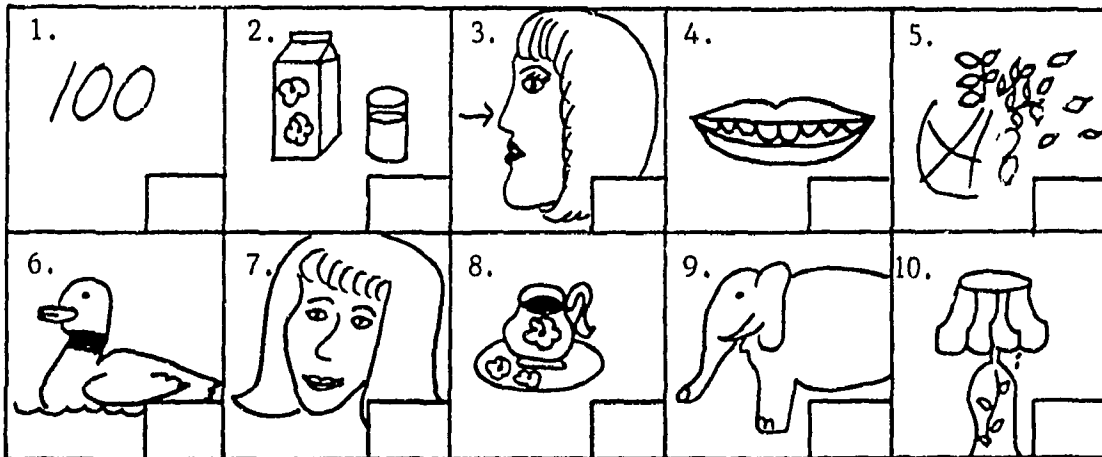
Written Test - Unit 13

Name: _____

- A. 1. A B C
 2. A B C
 3. A B C
 4. A B C
 5. A B C

- B. 1. OUI NON 6. OUI NON
 2. OUI NON 7. OUI NON
 3. OUI NON 8. OUI NON
 4. OUI NON 9. OUI NON
 5. OUI NON 10. OUI NON

C.



- D. 1. C'est cent pommes.
 2. Maman, c'est moi.
 3. Ses dents sont blanches.
 4. Les gants sont noirs.

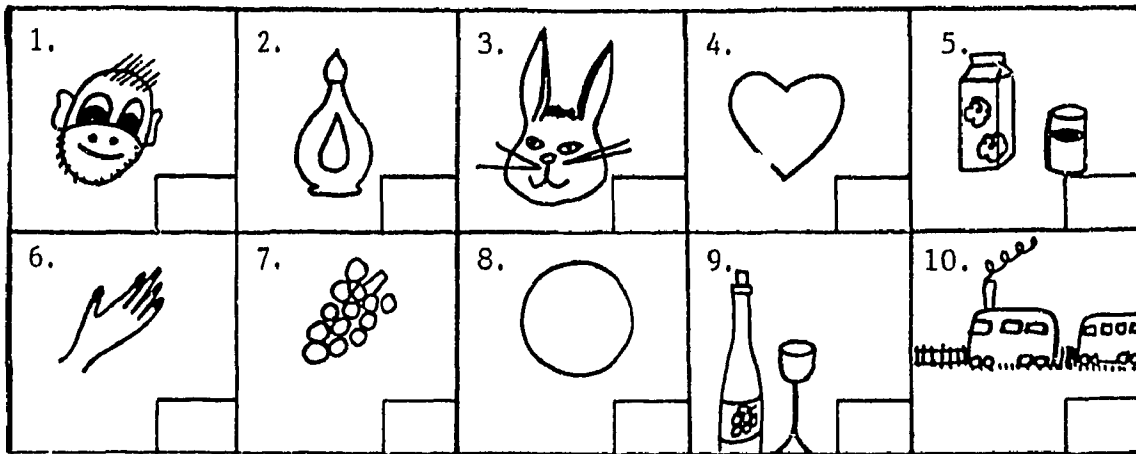
Oral Exercises - Unit 14

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 14

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

- C.
- | | | |
|-----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |
| 6. | A | B |
| 7. | A | B |
| 8. | A | B |
| 9. | A | B |
| 10. | A | B |

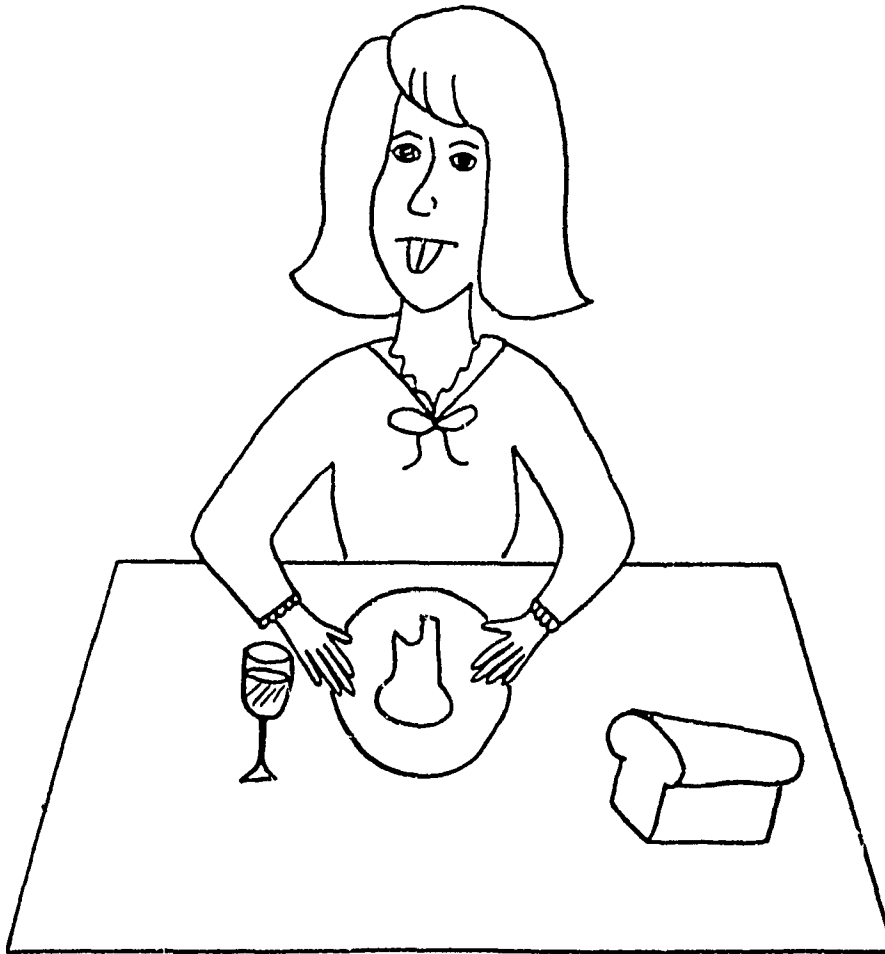
- D.
1. Papa a du pain et du vin.
 2. Qu'est-ce qu'il a dans la main?
 3. Paul a faim.
 4. L'éléphant mange quinze raisins.
 5. Francine aime son train.
 6. Marc dit, "C'est simple!"
 7. Le lapin et la singe sont au zoo.
 8. Il a cinq timbres.
 9. Marie a faim. Elle mange du pain.
 10. "C'est bien," dit Maman.

Comptine - Unit 14

Fill in the words which are missing from this comptine.

_____, _____
La Marie fait son _____.

_____, _____
La Marie fait son _____.
Mais son _____ est moisi.
Et son _____ est aigri.
Tant pis!



List: pain, Picotin, Rondin, vin.

Mots Cachés - Unit 14

Find the words in the hidden word game.

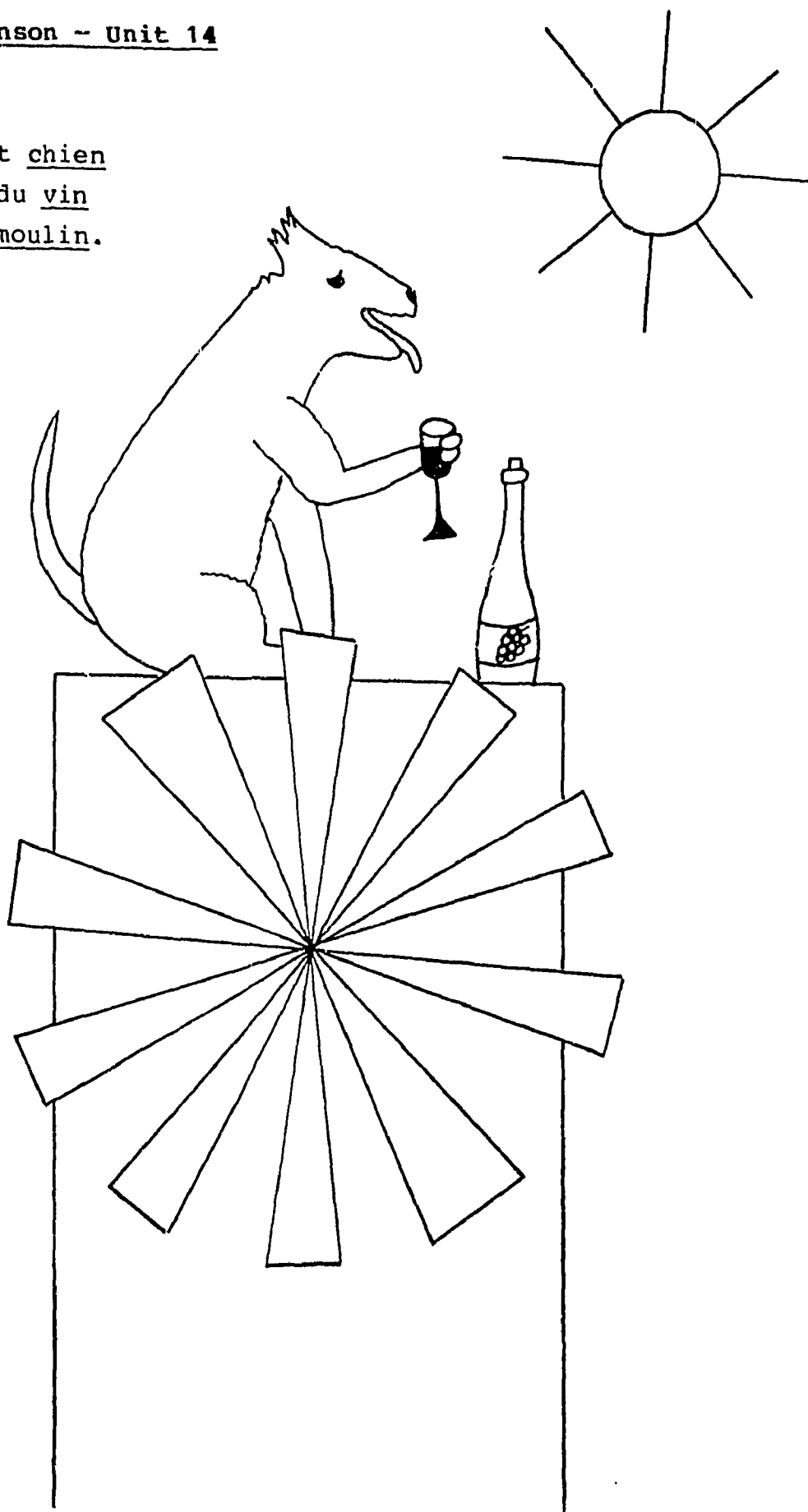
C	H	I	E	N	A	G	C	R	O	L
R	D	S	G	A	T	N	I	G	C	O
O	B	L	E	B	I	E	N	C	K	P
G	M	A	I	N	M	A	Q	R	F	A
N	A	O	L	M	B	F	I	N	E	I
N	T	O	A	R	R	A	I	S	I	N
S	I	M	P	L	E	I	N	I	I	O
D	N	V	I	N	I	M	P	N	C	T
A	E	R	N	I	M	A	L	G	N	I
A	A	F	T	R	A	I	N	E	I	T

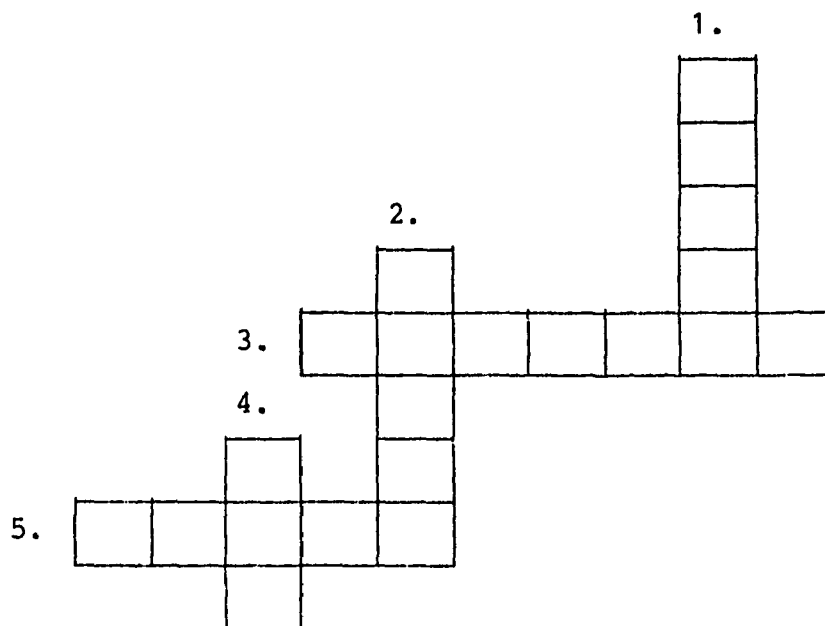
List:

bien	lapin	simple
chien	main	singe
cing	matin	timbre
faim	pain	train
fin	raisin	vin

Comptine/Chanson ~ Unit 14

Un petit chien
Buvait du vin
Sur un moulin.




Catégorille! - Unit 14


Clues:

1. Le  est blanc.

2. C'est le  .

3. Tu veux les  ?

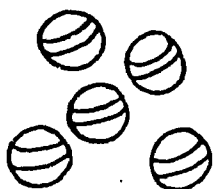
4. Il boit du  .

5. C'est mon  .

List: chien, lapin, matin, raisins, vin.

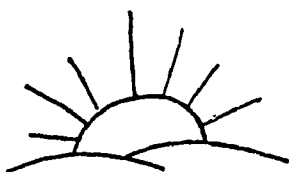
Anagrammes - Unit 14

1.



C	I	N	Q
---	---	---	---

2.



A	I	M	N	T
---	---	---	---	---

le _____

3.



A	I	N	P
---	---	---	---

le _____

4.



A	I	M	N
---	---	---	---

la _____

5.



les

A I I N R S S

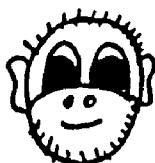
6.



le

I N V

7.



le

E G I N S

List: cinq, main, matin, pain, raisins, singe, vin.

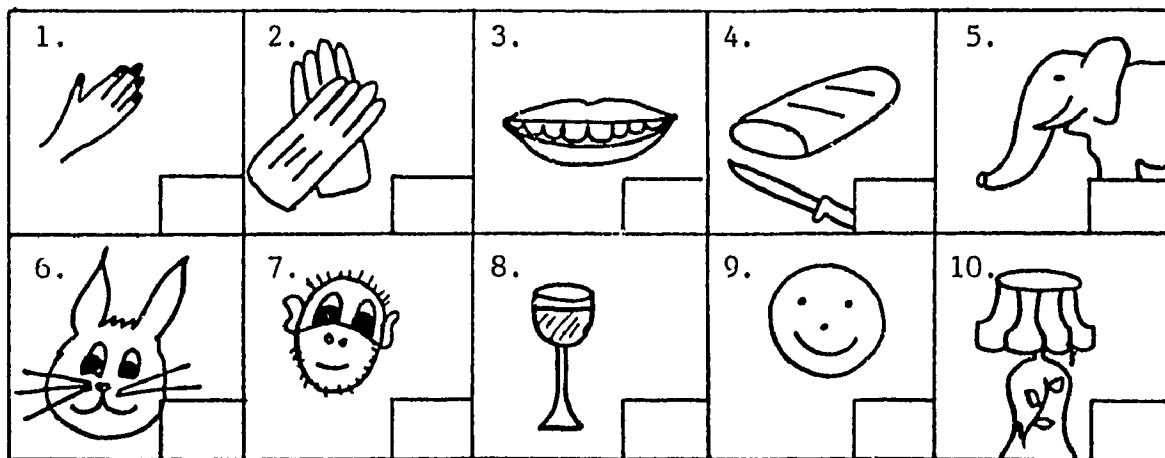
Written Test - Unit 14

Name: _____

- A.
- | | | | |
|----|---|---|---|
| 1. | A | B | C |
| 2. | A | B | C |
| 3. | A | B | C |
| 4. | A | B | C |
| 5. | A | B | C |

- | | | | | | | |
|----|----|-----|-----|-----|-----|-----|
| B. | 1. | OUI | NON | 6. | OUI | NON |
| | 2. | OUI | NON | 7. | OUI | NON |
| | 3. | OUI | NON | 8. | OUI | NON |
| | 4. | OUI | NON | 9. | OUI | NON |
| | 5. | OUI | NON | 10. | OUI | NON |

C.



- D.
- Paul a faim.
 - Le pain est sur la table.
 - C'est une main.
 - Le lapin est blanc.
 - J'aime les raisins.

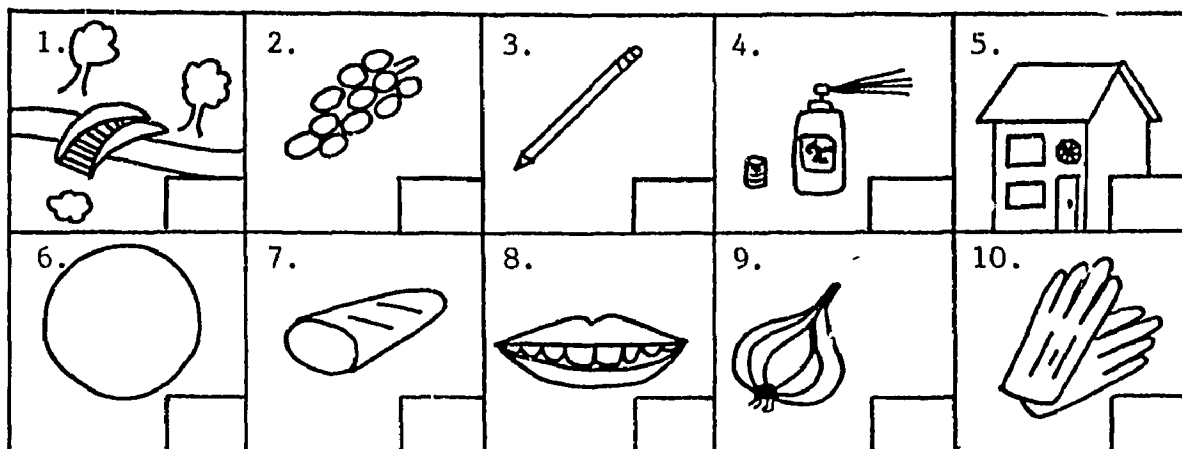
Oral Exercises - Unit 15

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 15

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

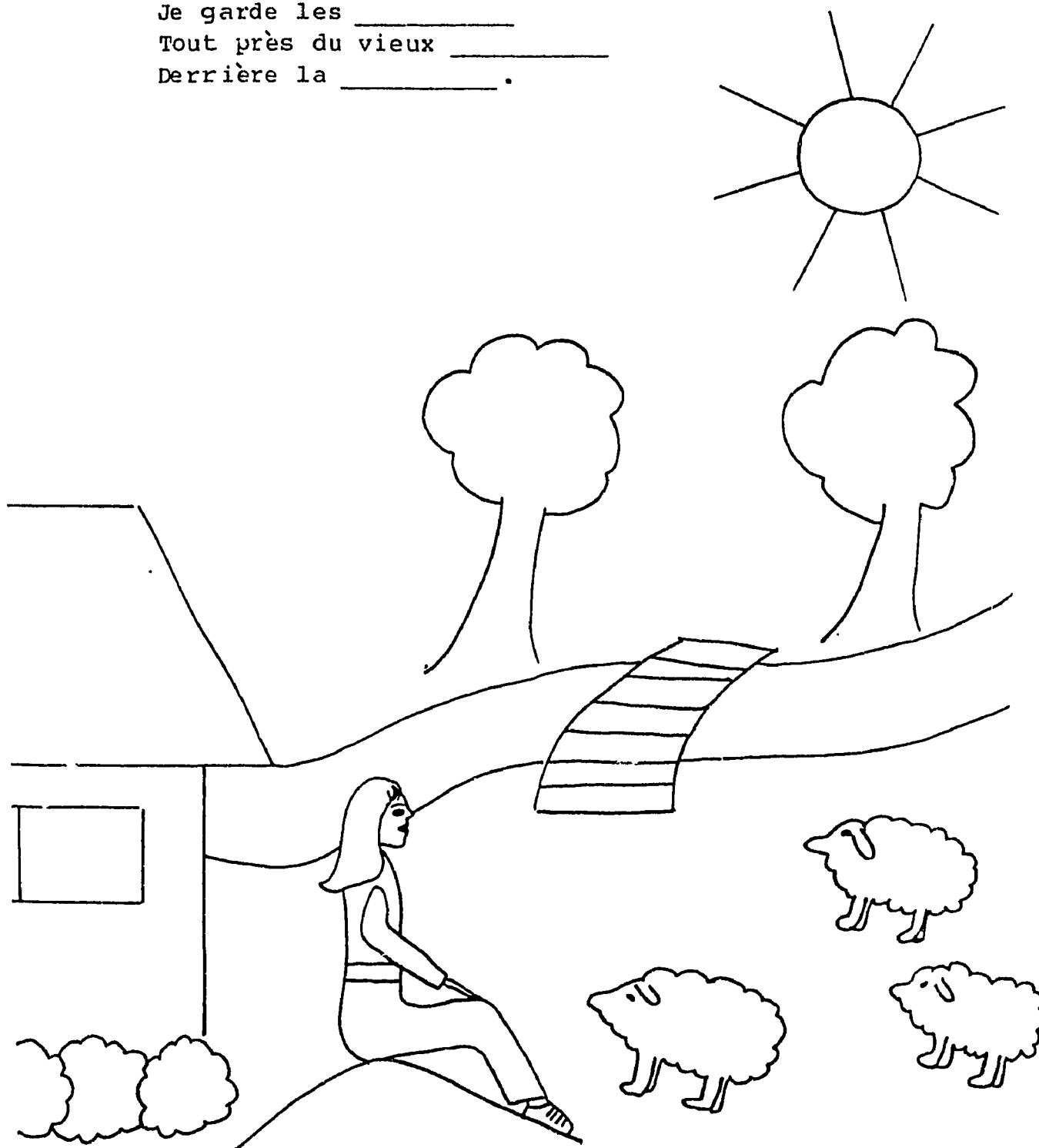
- C.
- | | | |
|-----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |
| 6. | A | B |
| 7. | A | B |
| 8. | A | B |
| 9. | A | B |
| 10. | A | B |

- D.
1. Il mange onze bonbons.
 2. Son livre est sur la table.
 3. Nous faisons un bon gâteau.
 4. Où est mon bâton?
 5. Paul est à la maison.
 6. Elle a des longs cheveux blonds.
 7. Il y a un lion au zoo.
 8. Ce n'est pas rond.
 9. Non, je n'aime pas le gâteau.
 10. Le ballon est rond.

Comptine - Unit 15

Fill in the words which are missing from this comptine.

_____ est _____
Je garde les _____
Tout près du vieux _____
Derrière la _____.



List: maison, mon, moutons, nom, pont, Suzon.

Mots Cachés - Unit 15

Find the words in the hidden word game.

C	O	B	O	N	C	L	E	L	B	P
L	B	L	I	A	B	N	O	I	O	O
O	Â	O	M	M	A	I	S	O	N	N
N	T	N	O	A	L	T	A	N	B	P
Z	O	D	N	C	L	B	Â	S	O	O
E	N	O	M	L	O	N	G	R	N	N
C	O	C	H	O	N	L	C	G	S	T
O	I	G	N	O	N	R	O	N	D	Â

List:

ballon

bâton

blond

bonbons

cochon

lions

long

maison

mon

nom

oignon

oncle

onze

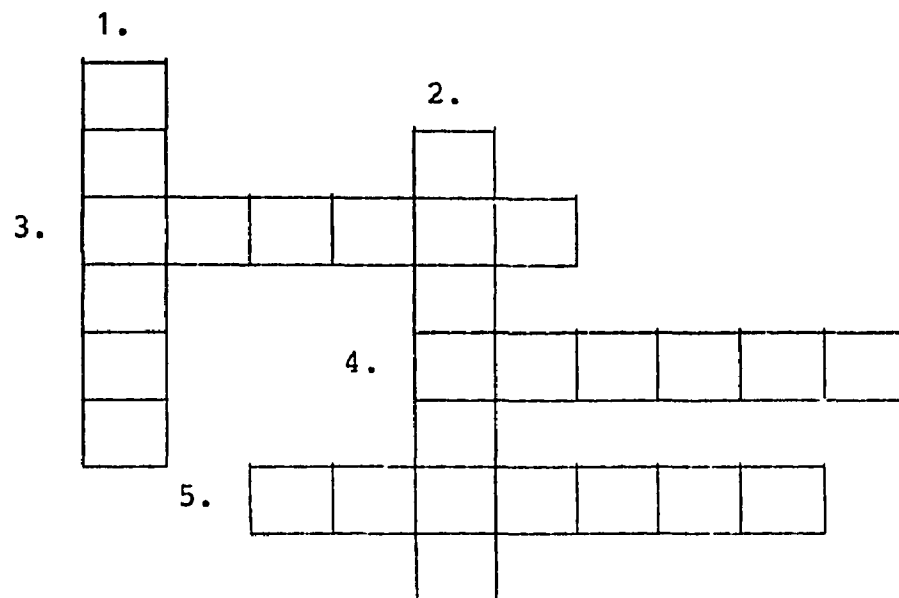
pont



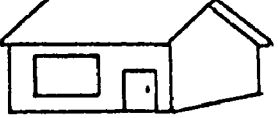


rond

Comptine/Chanson - Unit 15

Avec mon crayon
Je fais un beau rond.
Avec mon crayon
Je fais un ballon.


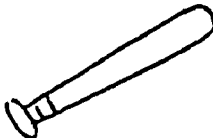









Catégorille! - Unit 15**Clues:**

1. C'est la  deux.
2. Tu aimes les  ?
3. C'est ma  .
4. Henri a un  rouge.
5. Je suis  .

List: ballon, bonbons, content, maison, nombre.

Mots Cléf - Unit 15

		$\frac{M}{1}$	$\frac{A}{2}$	$\frac{I}{3}$	$\frac{S}{4}$	$\frac{O}{5}$	$\frac{N}{6}$
1.		$\frac{7}{}$	$\frac{5}{}$	$\frac{6}{}$	$\frac{8}{}$	$\frac{9}{}$	$\frac{6}{}$ $\frac{8}{}$
2.		$\frac{10}{}$	$\frac{2}{}$	$\frac{8}{}$	$\frac{5}{}$	$\frac{6}{}$	
3.		$\frac{10}{}$	$\frac{5}{}$	$\frac{6}{}$	$\frac{10}{}$	$\frac{5}{}$	$\frac{6}{}$ $\frac{4}{}$
4.		$\frac{10}{}$	$\frac{2}{}$	$\frac{11}{}$	$\frac{11}{}$	$\frac{5}{}$	$\frac{6}{}$
5.		$\frac{5}{}$	$\frac{3}{}$	$\frac{12}{}$	$\frac{6}{}$	$\frac{5}{}$	$\frac{6}{}$
6.		$\frac{13}{}$	$\frac{5}{}$	$\frac{6}{}$	$\frac{8}{}$		
7.		$\frac{5}{}$	$\frac{6}{}$	$\frac{14}{}$	$\frac{9}{}$		
8.		$\frac{15}{}$	$\frac{5}{}$	$\frac{6}{}$	$\frac{16}{}$		
9.		$\frac{7}{}$	$\frac{15}{}$	$\frac{2}{}$	$\frac{17}{}$	$\frac{5}{}$	$\frac{6}{}$

List: ballon, bâton, bonbons, content, crayon, oignon,
onze, pont, rond.

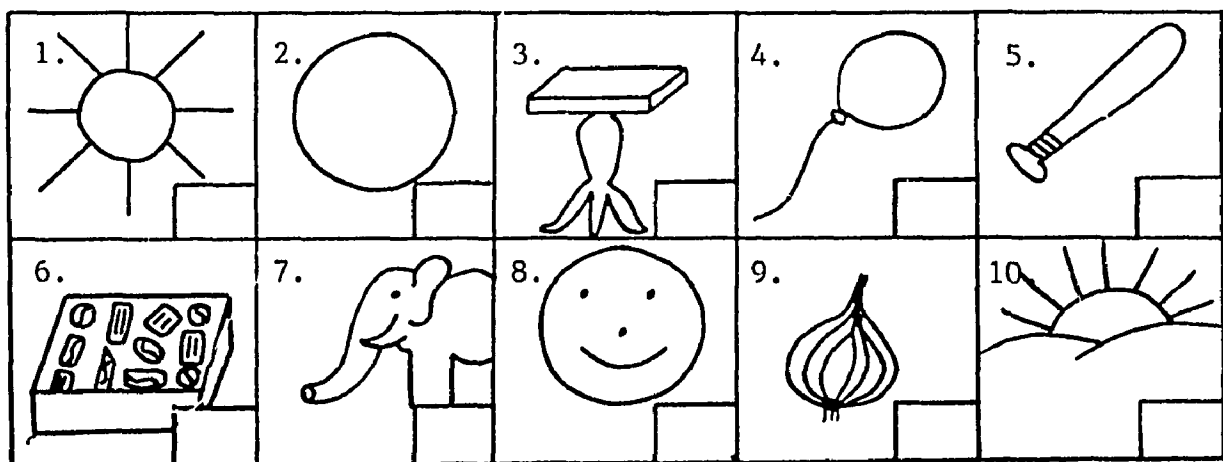
Written Test - Unit 15

Name: _____

- A.
- | | | |
|----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |

- | | | | | | | |
|----|----|-----|-----|-----|-----|-----|
| B. | 1. | OUI | NON | 6. | OUI | NON |
| | 2. | OUI | NON | 7. | OUI | NON |
| | 3. | OUI | NON | 8. | OUI | NON |
| | 4. | OUI | NON | 9. | OUI | NON |
| | 5. | OUI | NON | 10. | OUI | NON |

C.



- D.
1. C'est bon.
 2. Il a les cheveux blonds.
 3. Elle a onze ans.
 4. C'est ton livre.
 5. La maison est grande.

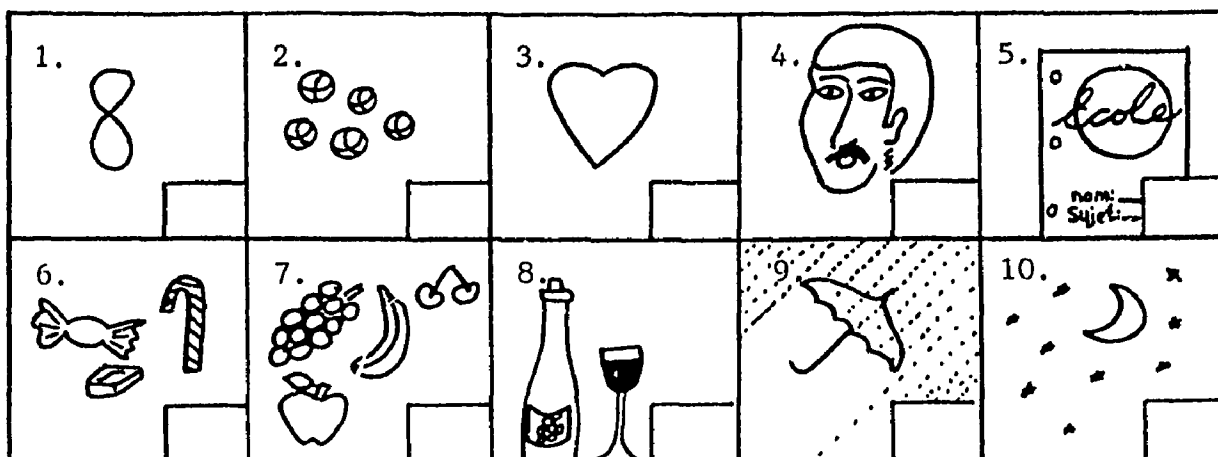
Oral Exercises - Unit 16

A. Circle the letter "A" or "B" of the word which contains the sound learned in this unit.

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B

Written Exercises - Unit 16

A.



- B.
- | | | |
|-----|-----|-----|
| 1. | OUI | NON |
| 2. | OUI | NON |
| 3. | OUI | NON |
| 4. | OUI | NON |
| 5. | OUI | NON |
| 6. | OUI | NON |
| 7. | OUI | NON |
| 8. | OUI | NON |
| 9. | OUI | NON |
| 10. | OUI | NON |
| 11. | OUI | NON |
| 12. | OUI | NON |
| 13. | OUI | NON |
| 14. | OUI | NON |
| 15. | OUI | NON |

- C.
- | | | |
|-----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |
| 6. | A | B |
| 7. | A | B |
| 8. | A | B |
| 9. | A | B |
| 10. | A | B |

- D.
1. "Quelle bruit!" dit Maman.
 2. Tu manges des fruits dans la pluie.
 3. J'ai peur de la nuit et de la bruit.
 4. C'est lui qui mange des fruits.
 5. Oui, j'ai huit soeurs et huit frères.
 6. Tu marches dans la pluie et tu fais la bruit.
 7. Mon anniversaire est au mois de juin.
 8. Oui, c'est mon fruit.
 9. La pluie est froide.
 10. Paul a huit ans.

Comptine - Unit 16

Fill in the words which are missing from this comptine.

C'est _____
Il fait du _____
Quand il chante
Dans la _____
Sans _____.



List: bruit, lui, parapluie, pluie.

Mots Cachés - Unit 16

Find the words in the hidden word game.

C	K	R	L	N	B	B	T	P
A	G	J	U	I	N	R	Z	A
N	C	O	I	L	A	U	X	R
G	S	U	F	R	U	I	T	A
J	U	I	L	L	E	T	P	P
N	I	J	N	C	K	J	L	L
O	S	H	U	I	T	F	U	U
R	E	G	I	L	N	C	I	I
G	H	K	T	P	P	R	E	E

List:

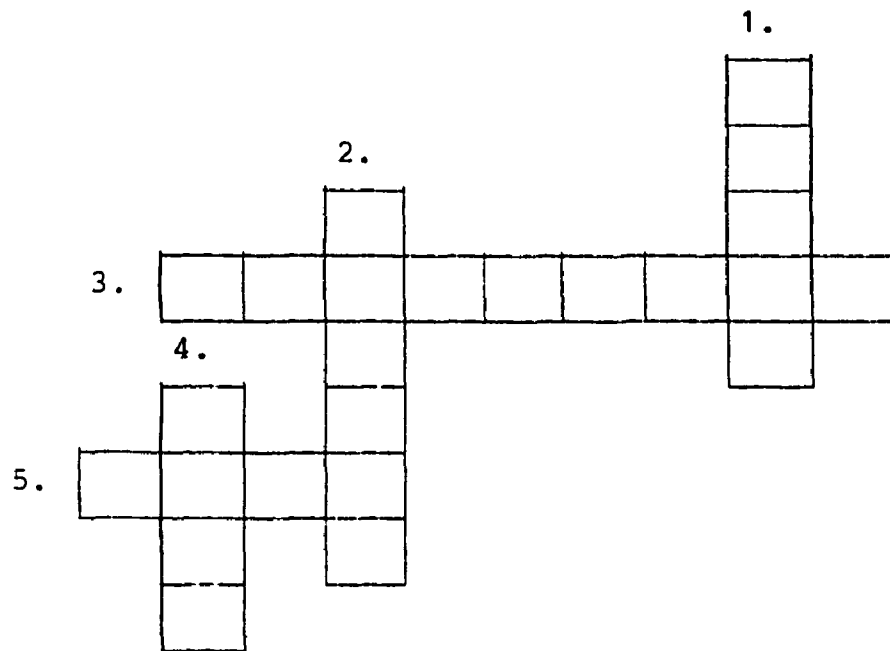
bruit	lui
fruit	nuit
huit	parapluie
juillet	pluie
juin	suis

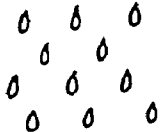
Comptine/Chanson - Unit 16

Sous la pluie, je marche
sans parapluie.


Sous la pluie, je marche
et je suis mouillé.



Catégorille! - Unit 16**Clues:**

1. J'aime marcher dans la  .

2. Les  sont sur la table.

3. Je n'ai pas mon  .

4. J'ai  soeurs.

5. C'est la  .

List: fruits, huit, nuit, parapluie, pluie.

Mot Cléf - Unit 16

$\frac{J}{1}$ $\frac{U}{2}$ $\frac{I}{3}$ $\frac{L}{4}$ $\frac{L}{4}$ $\frac{E}{5}$ $\frac{T}{6}$

1.



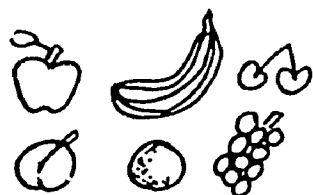
$\frac{4}{4}$ $\frac{2}{2}$ $\frac{3}{3}$

2.



$\frac{7}{7}$ $\frac{4}{4}$ $\frac{2}{2}$ $\frac{3}{3}$ $\frac{5}{5}$

3.



$\frac{8}{8}$ $\frac{9}{9}$ $\frac{2}{2}$ $\frac{3}{3}$ $\frac{6}{6}$

4.



$\frac{10}{10}$ $\frac{2}{2}$ $\frac{3}{3}$ $\frac{6}{6}$

5.



$\frac{11}{11}$ $\frac{2}{2}$ $\frac{3}{3}$ $\frac{6}{6}$

6.



$\frac{7}{7}$ $\frac{12}{12}$ $\frac{9}{9}$ $\frac{12}{12}$ $\frac{7}{7}$ $\frac{4}{4}$ $\frac{2}{2}$ $\frac{3}{3}$ $\frac{5}{5}$

List: fruit, huit, lui, nuit, parapluie, pluie.

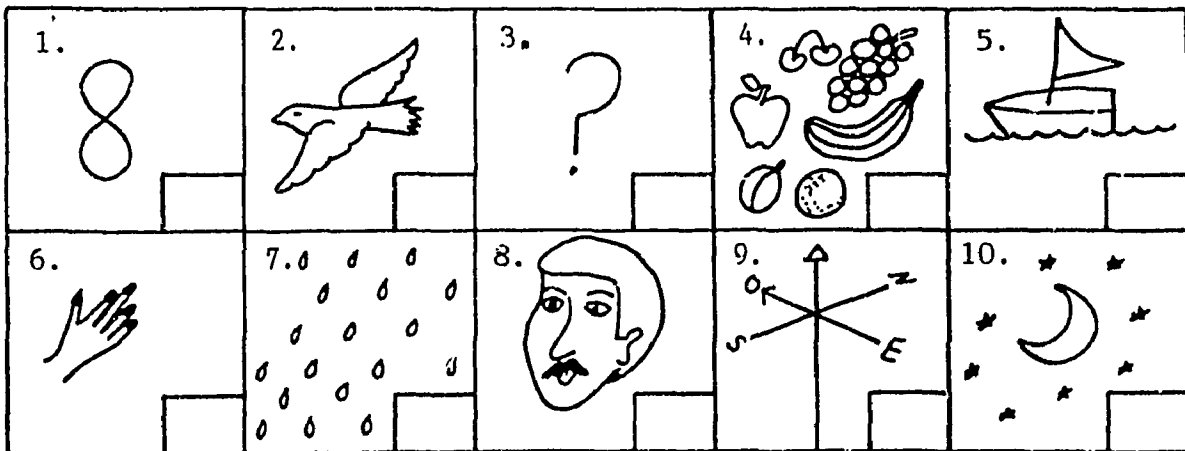
Written Test - Unit 16

Name: _____

- A. 1. A B C
 2. A B C
 3. A B C
 4. A B C
 5. A B C

- B. 1. OUI NON 6. OUI NON
 2. OUI NON 7. OUI NON
 3. OUI NON 8. OUI NON
 4. OUI NON 9. OUI NON
 5. OUI NON 10. OUI NON

C.



- D. 1. C'est lui qui parle.
 2. "Quelle bruit!" dit Maman.
 3. Je mange le fruit.
 4. J'ai peur de la nuit.
 5. Il chante dans la pluie.

Oral Test - Unit 16

[illegible]

APPENDIX C

ORAL AND WRITTEN PRETEST AND POSTTESTS

473

Oral Pretest - Grade 4

Sound Tested: [j]

Reading Passage

- 0 - no response
- 1 - poor
- 2 - fair
- 3 - good
- 4 - very good
- 5 - excellent

Voici une jeune fillle. Elle s'appelle Marie. Elle a les yeux bleus. Elle a du papier et un crayon. La fille dessine le soleil, son chien, et une abeille sur une feuille. Oh! Elle dessine bien!

Sentences

- 0 - incorrect
 - 1 - correct
-
1. L'abeille est noire et jaune.
 2. C'est mon cahier, Paul.
 3. C'est ton pied?
 4. Regarde ma famille.
 5. La feuille est verte.

Oral Pretest - Grade 4Student Sheet

Voici une jeune fille. Elle s'appelle Marie. Elle a les yeux bleus. Elle a du papier et un crayon. La fille dessine le soleil, son chien, et une abeille sur une feuille. Oh! Elle dessine bien!

1. L'abeille est noire et jaune.
2. C'est mon cahier, Paul.
3. C'est ton pied?
4. Regarde ma famille.
5. La feuille est verte.

Oral Posttest Grade 4

Sound Tested: [j]

Reading Passage

- 0 - no response
- 1 - poor
- 2 - fair
- 3 - good
- 4 - very good
- 5 - excellent

Voici une jeune fillle. Elle s'appelle Marie. Elle a les yeux bleus. Elle a du papier et un crayon. La fillle dessine le soleil, son chien, et une abeille sur une feuille. Oh! Elle dessine bien!

Sentences

- 0 - incorrect
 - 1 - correct
-
- 1. L'abeille est noire et jaune.
 - 2. C'est mon cahier, Paul.
 - 3. C'est ton pied?
 - 4. Regarde ma famille.
 - 5. La feuille est verte.
 - 6. Le soleil est jaune.
 - 7. Tu as mes billes?
 - 8. C'est mon papier.
 - 9. La fillle est belle.

10. Ses yeux sont bleus.
11. Tu chantes bien.
12. Voici une abeille!
13. Son chien est brun.
14. Le papier est sur la table.
15. Je travaille à l'école.

Written Pretest/Posttest - Grade 4

- A. You will hear ten words. If the word contains the sound [j], circle "Oui" on your answer sheet. If not, circle "Non".

- | | |
|-----------|-------------|
| 1. fil | 6. bain |
| 2. brille | 7. travail |
| 3. seul | 8. paille |
| 4. pile | 9. ville |
| 5. mien | 10. feuille |

- B. You will hear two words. Circle the letter "A" or "B" of the word which contains the sound [j].

- | | |
|--------------|-----------|
| 1. A. rien | B. rein |
| 2. A. bain | B. bien |
| 3. A. talle | B. taille |
| 4. A. sieurs | B. soeurs |
| 5. A. du | B. Dieu |

- C. Underline the words which contain the sound [j].

1. La jeune fille a un crayon.
2. Le chien a ta balle.
3. L'abeille est belle.
4. Mon papier est dans mon cahier.
5. La feuille est verte.
6. Le soleil est jaune.
7. Ses yeux sont noirs.
8. Le chien est petit.

Oral Posttest - Grade 4Student Sheet

Voici une jeune fille. Elle s'appelle Marie. Elle a les yeux bleus. Elle a du papier et un crayon. La fille dessine le soleil, son chien, et une abeille sur une feuille. Oh! Elle dessine bien!

1. L'abeille est noire et jaune.
2. C'est mon cahier, Paul.
3. C'est ton pied?
4. Regarde ma famille.
5. La feuille est verte.
6. Le soleil est jaune.
7. Tu as mes billes?
8. C'est mon papier.
9. La fille est belle.
10. Ses yeux sont bleus.
11. Tu chantes bien.
12. Voici une abeille!
13. Son chien est brun.
14. Le papier est sur la table.
15. Je travaille à l'école.

Written Pretest/Posttest - Grade 4Student Answer Sheet

Name: _____

- A.
- | | | | | | |
|----|-----|-----|-----|-----|-----|
| 1. | OUI | NON | 6. | OUI | NON |
| 2. | OUI | NON | 7. | OUI | NON |
| 3. | OUI | NON | 8. | OUI | NON |
| 4. | OUI | NON | 9. | OUI | NON |
| 5. | OUI | NON | 10. | OUI | NON |

- B.
- | | | |
|----|---|---|
| 1. | A | B |
| 2. | A | B |
| 3. | A | B |
| 4. | A | B |
| 5. | A | B |

- C.
1. La jeune fille a un crayon.
 2. Le chien a ta balle.
 3. L'abeille est belle.
 4. Mon papier est dans mon cahier.
 5. La feuille est verte.
 6. Le soleil est jaune.
 7. Ses yeux sont noirs.
 8. Le chien est petit.

Written Pretest/Posttest - Grade 4Answer Key

- A. 1. NON 6. NON
 2. OUI 7. OUI
 3. NON 8. OUI
 4. NON 9. NON
 5. OUI 10. OUI
- B. 1. A
 2. B
 3. B
 4. A
 5. B
- C. 1. fille, crayon
 2. chien
 3. abeille
 4. papier, cahier
 5. feuille
 6. soleil
 7. yeux
 8. chien

Oral Pretest - Grade 5

Sound Tested: [w]

Reading Passage

- 0 - no response
- 1 - poor
- 2 - fair
- 3 - good
- 4 - very good
- 5 - excellent

Voici Paul. Il mange une poire. Il y a une boîte sur la table. Paul a un petit oiseau noir dans la boîte. C'est un cadeau pour sa petite soeur Suzette.

"C'est pour toi," dit Paul. "Regarde dans la boîte".

"Oh! C'est un bel oiseau noir! Merci, Paul," dit Suzette.

Sentences

- 0 - incorrect
 - 1 - correct
-
- 1. Tu as un choix.
 - 2. Il aime les petits pois.
 - 3. Le toit est brun.
 - 4. Les garçons sont dans les bois.
 - 5. Le roi est gentil.

Oral Pretest - Grade 5Student Sheet

Voici Paul. Il mange une poire. Il y a une boîte sur la table. Paul a un petit oiseau noir dans la boîte. C'est un cadeau pour sa petite soeur Suzette.

"C'est pour toi," dit Paul. "Regarde dans la boîte".

"Oh! C'est un bel oiseau noir! Merci, Paul," dit Suzette.

1. Tu as un choix.
2. Il aime les petits pois.
3. Le toit est brun.
4. Les garçons sont dans les bois.
5. Le roi est gentil.

Oral Posttest - Grade 5

Sound Tested: [w]

Reading Passage

- 0 - no response
- 1 - poor
- 2 - fair
- 3 - good
- 4 - very good
- 5 - excellent

Voici Paul. Il mange une poire. Il y a une boîte sur la table. Paul a un petit oiseau noir dans la boîte. C'est un cadeau pour sa petite soeur Suzette.

"C'est pour toi," dit Paul. "Regarde dans la boîte".

"Oh! C'est un bel oiseau noir! Merci, Paul," dit Suzette.

Sentences

- 0 - incorrect
- 1 - correct

1. C'est à moi.
2. Oui, c'est vrai.
3. C'est un oiseau.
4. Tu as un choix.
5. Il a soif.
6. Il aime les petits pois.
7. C'est une poire jaune.

8. Ce soir, je mange deux sandwiches.
9. C'est un mois.
10. Il a une boîte.
11. Les garçons sont dans les bois.
12. Le toît est brun.
13. Louis est beau.
14. Le roi est gentil.
15. Il y a trois garçons ici.

Oral Posttest - Grade 5Student Sheet

Voici Paul. Il mange une poire. Il y a une boîte sur la table. Paul a un petit oiseau noir dans la boîte. C'est un cadeau pour sa petite soeur Suzette.

"C'est pour toi," dit Paul. "Regarde dans la boîte".

"Oh! C'est un beau oiseau noir! Merci, Paul," dit Suzette.

1. C'est à moi.
2. Oui, c'est vrai.
3. C'est un oiseau.
4. Tu as un choix.
5. Il a soif.
6. Il aime les petits pois.
7. C'est une poire jaune.
8. Ce soir, je mange deux sandwichs.
9. C'est un mois.
10. Il a une boîte.
11. Les garçons sont dans les bois.
12. Le toit est brun.
13. Louis est beau.
14. Le roi est gentil.
15. Il y a trois garçons ici.

Written Pretest/Posttest - Grade 5

- A. You will hear ten words. If the word contains the sound [w], circle "Oui" on your answer sheet. If not, circle "Non".

- | | |
|----------|-----------|
| 1. oeuf | 6. oiseau |
| 2. toit | 7. Louis |
| 3. fleur | 8. fruits |
| 4. neuf | 9. trois |
| 5. noix | 10. voile |

- B. You will hear two words. Circle the letter "A" or "B" of the word which contains the sound [w].

- | | |
|-------------|----------|
| 1. A. tout | B. toi |
| 2. A. moins | B. mains |
| 3. A. chats | B. choix |
| 4. A. patte | B. pois |
| 5. A. foi | B. fou |

- C. Underline the words which contain the sound [w].

1. J'aime les poires jaunes.
2. Oui, c'est à moi.
3. Les trois filles sont dans les bois.
4. Il a soif.
5. Le roi est beau.
6. "Coin, coin" dit le canard.
7. Elle va à l'ouest.

Written Pretest/Posttest - Grade 5**Student Answer Sheet**

- A. 1. OUI NON 6. OUI NON
 2. OUI NON 7. OUI NON
 3. OUI NON 8. OUI NON
 4. OUI NON 9. OUI NON
 5. OUI NON 10. OUI NON
- B. 1. A B
 2. A B
 3. A B
 4. A B
 5. A B
- C. 1. J'aime les poires jaunes.
 2. Oui, c'est à moi.
 3. Les trois filles sont dans les bois.
 4. Il a soif.
 5. Le roi est beau.
 6. "Coin, coin" dit le canard.
 7. Elle va à l'ouest.

Written Pretest/Posttest - Grade 5Answer Key

- A. 1. NON 6. OUI
 2. OUI 7. OUI
 3. NON 8. NON
 4. NON 9. OUI
 5. OUI 10. OUI
- B. 1. B
 2. A
 3. B
 4. B
 5. A
- C. 1. poires
 2. oui, moi
 3. trois, bois
 4. soif
 5. roi
 6. coin, coin
 7. ouest

APPENDIX D

TEACHER QUESTIONNAIRE RESULTS

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Teacher Questionnaire Results

KEY - EX = Excellent
 VG = Very Good
 G = Good
 VS = Very Satisfied
 S = Satisfied
 NVS = Not Very Satisfied
 VEN = Very Enjoyable
 EN = Enjoyable

NVEN = Not Very Enjoyable
 VM = Very Motivational
 M = Motivational
 NVM = Not Very Motivational
 NR = No Response
 F = Fair
 P = Poor
 N/A = Not Applicable

Question	Teacher Response		
	1	2	3
Part I - Teacher Reaction to Teaching Materials			
A. How would you rate the following components of the module according to their usefulness?			
Flashcards	EX	VG	EX
Teacher's Pronunciation Guide	EX	EX	EX
Cassette Tape (to accompany the Teacher's Pronunciation Guide)	EX	EX	EX
Suggested Unit Plan	VG	G	EX
Cassette Tape (to accompany the module)	VG	VG	G
Teacher's Guide:			
Oral Exercises	EX	EX	EX
Oral Exercises - Answer Key	EX	EX	VG
Written Exercises	EX	EX	EX
Written Exercises - Answer Key	EX	VG	EX
Comptine	EX	G	EX
Mots Cachés - Answer Key	EX	EX	EX
Comptine/Chanson	EX	G	EX
Catéog grille! - Answer Key	EX	EX	EX
Anagrammes/Mot Cléf/Mots Croisés - Answer Key	EX	EX	VG
Written Test	EX	VG	EX
Written Test - Answer Key	EX	F	EX
Oral Tests	EX	VG	EX

Question	Teacher Response		
	1	2	3
Duplicating Masters:			
Oral Exercises	VG	G	EX
Written Exercises	VG	G	EX
Comptine	EX	EX	EX
Mots Cachés	EX	EX	EX
Comptine/Chanson	EX	EX	EX
Catéogrigille!	EX	EX	EX
Anagrammes	N/A	N/A	EX
Mot Cléf	EX	G	N/A
Mots Croisés	N/A	N/A	N/A
Written Test	VG	F	VG
Oral Test (Grade Sheet)	EX	G	EX
Illustrations	EX	VG	EX
B. How would you answer the following questions?			
1. Do you feel this module is useful?	YES	YES	YES
2. Do you feel this module is helpful at this grade level?	YES	YES	YES
3. Is the module easy to use?	YES	YES	YES
4. Is the methodology clear and easy to understand?	YES	YES	YES
5. Did you enjoy teaching this module?	YES	YES	YES
6. Are all visual aids clear and easily recognizable?	YES	YES	YES
C. Were you satisfied with the following parts of the module?			
Teacher's Pronunciation Guide	VS	VS	VS
Cassette Tape (to accompany the Teacher's Pronunciation Guide)	VS	VS	VS
Suggested Unit Plan	S	S	VS
Cassette Tape (to accompany the module)	S	S	S
Teacher's Guide:			
Oral Exercises	VS	VS	VS

Question	Teacher Response		
	1	2	3
Oral Exercises - Answer Key	VS	VS	VS
Written Exercises	VS	VS	VS
Written Exercises - Answer Key	VS	VS	VS
Comptine	VS	VS	VS
Mots Cachés - Answer Key	VS	VS	VS
Comptine/Chanson	VS	S	VS
Catégor grille! - Answer Key	VS	VS	VS
Anagrammes/Mots Cléf/Mots Croisés - Answer Key	VS	NR	VS
Written Test	VS	S	VS
Written Test - Answer Key	VS	S	VS
Oral Tests	VS	NR	VS
Duplicating Masters:			
Oral Exercises	S	NVS	S
Written Exercises	S	NVS	VS
Comptine	VS	VS	VS
Mots Cachés	VS	VS	VS
Comptine/Chanson	VS	VS	VS
Catégor grille!	VS	VS	VS
Anagrammes	N/A	N/A	VS
Mots Cléf	VS	VS	N/A
Mots Croisés	N/A	N/A	N/A
Written Test	VS	VS	VS
Oral Test (Grade Sheet)	VS	VS	VS
Illustrations	VS	VS	VS
Flashcards:			
Clarity	VS	VS	VS
Illustrations	VS	VS	VS
Size	VS	VS	VS
Cassette Tape (to accompany the module):			
Clarity	VS	NVS	VS
Speed	VS	NVS	S
Interest	VS	S	VS
Cassette Tape (to accompany the Teacher's Pronunciation Guide):			
Clarity	VS	VS	VS
Speed	VS	VS	VS
Interest	VS	VS	VS
Helpfulness	VS	VS	VS

Question	Teacher Response		
	1	2	3
Part II - Teacher Perceptions of Student Reactions			
A. How would you rate the following parts of the program with regard to student interest?			
Flashcards	EX	VG	EX
Cassette Tape (to accompany the module)	VG	P	G
Oral Exercises	VG	P	VG
Written Exercises	EX	P	G
Comptine	EX	VG	VG
Comptine/Chanson	EX	G	VG
Games:			
Mots Cachés	EX	EX	EX
Catéog grille!	EX	EX	EX
Anagrammes	N/A	N/A	EX
Mots Cléf	EX	F	N/A
Mots Croisés	N/A	N/A	N/A
Written Test	VG	VG	VG
Duplicating Masters:			
Oral Exercises	VG	P	EX
Written Exercises	VG	P	EX
Comptine	EX	EX	EX
Mots Cachés	EX	EX	EX
Comptine/Chanson	EX	EX	EX
Catéog grille!	EX	EX	EX
Anagrammes	N/A	N/A	EX
Mot Cléf	EX	EX	N/A
Mots Croisés	N/A	N/A	N/A
Illustrations	EX	EX	EX
B. How would you rate the following parts of the module with regard to student enjoyment?			
Flashcards	VE	VE	VE
Cassette Tape (to accompany the module)	VE	NVE	E
Oral Exercises	E	NVE	VE

Question	Teacher Response		
	1	2	3
Written Exercises	E	E	E
Comptine	VE	E	VE
Comptine/Chanson	VE	E	VE
Games:			
Mots Cachés	VE	VE	VE
Catéogrigille!	VE	VE	VE
Anagrammes	N/A	N/A	VE
Mots Cléf	VE	E	N/A
Mots Croisés	N/A	N/A	N/A
Written Test	E	E	E
Duplicating Masters:			
Oral Exercises	E	E	E
Written Exercises	E	NVE	E
Comptine	VE	VE	VE
Mots Cachés	VE	VE	VE
Comptine/Chanson	VE	VE	VE
Catéogrigille!	VE	VE	VE
Anagrammes	N/A	N/A	VE
Mot Cléf	VE	E	N/A
Mots Croisés	N/A	N/A	N/A
Illustrations	VE	E	VE
C. How would you rate the following parts of the module with regard to student motivation?			
Flashcards	VM	M	VM
Cassette Tape (to accompany the module)	M	NM	M
Oral Exercises	VM	NM	M
Written Exercises	VM	NM	M
Comptine	VM	VM	VM
Comptine/Chanson	VM	M	VM
Games:			
Mots Cachés	VM	VM	VM
Catéogrigille!	VM	VM	VM
Anagrammes	N/A	N/A	VM
Mots Cléf	VM	VM	N/A
Mots Croisés	N/A	N/A	N/A

Question	Teacher Response		
	1	2	3
Written Test	VM	M	M
Duplicating Masters:			
Oral Exercises	VM	NM	VM
Written Exercises	VM	NM	VM
Comptine	VM	VM	VM
Mots Cachés	VM	VM	VM
Comptine/Chanson	VM	VM	VM
Catégor grille!	VM	VM	VM
Anagrammes	N/A	N/A	VM
Mot Cléf	VM	M	N/A
Mots Croisés	N/A	N/A	N/A
Illustrations	VM	M	VM

Question	Comments
<p>D. Do you have any suggestions for modifications or improvements to increase the students interest in this module?</p>	<p>Teacher 1: No Teacher 2: Yes "Slow down the tape. Have some of the words repeated." Teacher 3: No</p>
<p>E. Do you have any suggestions for modifications or improvements to increase the students enjoyment of the material presented in this module?</p>	<p>Teacher 1: No Teacher 2: Yes "Better tape recorders in the school. My children really enjoyed the program when they didn't have to listen to the tape recorder." Teacher 3: No</p>
<p>F. Do you have any suggestions for modifications or improvements to increase the students motivation to learn the material presented in this module?</p>	<p>Teacher 1: No Teacher 2: No Teacher 3: No</p>
<p>Part III - Suggestions for Improvement</p>	
<p>A. Do you have any suggestions for improvements which could be made to the various components of this module to make it more useful?</p> <p>Suggested Unit Plan</p> <p>Oral Exercises</p>	<p>Teacher 1: No Teacher 2: Yes "No directions were given for when to do Written Exercise D." Teacher 3: "Good"</p> <p>Teacher 1: Yes "The tape was quite fast for the children. Perhaps it could be slowed down a little." Teacher 2: No Teacher 3: Yes "Okay"</p>

Question	Comments
Written Exercises	<p>Teacher 1: Yes "Separate the answer choices a little further." Teacher 2: No Teacher 3: Yes "Too fast." "Not enough time left for the children to hear, decide on an answer and mark it down. They found tape too fast."</p>
Comptine	<p>Teacher 1: No Teacher 2: No Teacher 3: No</p>
Mots Cachés	<p>Teacher 1: No Teacher 2: Yes "Very enjoyable." Teacher 3: No</p>
Comptine/Chanson	<p>Teacher 1: Yes "Perhaps a little music might add to this." Teacher 2: Yes "Would have been more enjoyable set to music." Teacher 3: Yes "I thought this may have been to music."</p>
Catégorille!	<p>Teacher 1: No Teacher 2: Yes "Children really enjoyed this." Teacher 3: No</p>

Question	Comments
Written Exercises	<p>Teacher 1: Yes "Separate the answer choices a little further." Teacher 2: No Teacher 3: Yes "Too fast." "Not enough time left for the children to hear, decide on an answer and mark it down. They found tape too fast."</p>
Comptine	<p>Teacher 1: No Teacher 2: No Teacher 3: No</p>
Mots Cachés	<p>Teacher 1: No Teacher 2: Yes "Very enjoyable." Teacher 3: No</p>
Comptine/Chanson	<p>Teacher 1: Yes "Perhaps a little music might add to this." Teacher 2: Yes "Would have been more enjoyable set to music." Teacher 3: Yes "I thought this may have been to music."</p>
Catégorille!	<p>Teacher 1: No Teacher 2: Yes "Children really enjoyed this." Teacher 3: No</p>

Question	Comments
Anagrammes	Teacher 1: No Teacher 2: No Teacher 3: No
Mot Cléf	Teacher 1: No Teacher 2: Yes "Travail - mistake" Teacher 3: No
Mots Croisés	Teacher 1: No Teacher 2: No Teacher 3: No
Written Test	Teacher 1: Yes "Separate the answer choices a little more." Teacher 2: "Difficult to grade sentences when more than one word underlined by student - i.e. correct word plus incorrect ones." Teacher 3: "Tape too fast."
Oral Tests	Teacher 1: No Teacher 2: No Teacher 3: No
Flashcards	Teacher 1: "They are quite clear and easily recognized and understood by the children." Teacher 2: No Teacher 3: No

Question	Comments
<p>Instructions to Students</p> <p>Teacher's Pronunciation Guide</p> <p>Cassette Tape (to accompany the Teacher's Pronunciation Guide)</p>	<p>Teacher 1: "Generally quite clear and usually well understood." Teacher 2: "Instructions on the tape might be given twice." Teacher 3:</p> <p>Teacher 1: "I found this very good." Teacher 2: "Excellent." Teacher 3: "Good."</p> <p>Teacher 1: "Very good. I played it several times before starting the program." Teacher 2: "Excellent." Teacher 3: "Good."</p>
<p>B. Do you feel that a teacher who does not have a background in French phonetics could teach this module to his students?</p>	<p>Teacher 1: "If the teacher used the audio-tape for the teacher and the tape with the children, I think he or she could teach this program." Teacher 2: "The teacher tape is very clear." Teacher 3: Yes</p>

Question	Comments
<p>C. Do you feel that the Cassette Tape (to accompany the Teacher's Pronunciation Guide) is helpful for those teachers who do not have a strong background in the French language?</p>	<p>Teacher 1: "I don't have a strong background in the French language and I found this tape very good." Teacher 2: Yes Teacher 3: "Teacher can get sound quite well from student tape, I believe."</p>
<p>D. Do you feel that the Cassette Tape (to accompany the Teacher's Pronunciation Guide) is suitable for teaching the French sounds to adults?</p>	<p>Teacher 1: Yes Teacher 2: Yes Teacher 3: Yes</p>
<p>E. Do you feel that the Teacher's Pronunciation Guide is helpful?</p>	<p>Teacher 1: Yes Teacher 2: Yes Teacher 3: Yes</p>
<p>F. Do you feel that the material taught in this module is appropriate for the French curriculum at this grade level?</p>	<p>Teacher 1: "I seem to be able to fit it in quite nicely with the program I'm teaching this year." Teacher 2: "There was too much unfamiliar vocabulary in the oral pretests-posttests." Teacher 3: Yes</p>

Question	Comments
<p>G. Do you feel that the letters which produce the sound covered in a unit should be underlined on the flashcards?</p>	<p>Teacher 1: "It might be a good idea." Teacher 2: Yes Teacher 3: No</p>
<p>H. Do you have any further suggestions for modifications to this module?</p>	<p>Teacher 1: No response Teacher 2: No Teacher 3: No</p>
<p>Part IV - Evaluation of Pretest/Posttest</p>	
<p>A. Is the Oral Pretest/Posttest for each grade level easy to administer?</p>	<p>Teacher 1: "I found it took quite a lot of time. The only way I could administer it was to take each child outside the door. I found that the children sometimes got overwhelmed at the sight of the paragraph and sentences with so many unknown words. However, after the lessons they seemed a little more confident." Teacher 2: "Children were upset by unfamiliar vocabulary. It was also very time-consuming." Teacher 3: Yes</p>

Question	Comments
<p>B. Would a person without a background in French phonetics be able to administer this test after listening to the enclosed tape?</p>	<p>Teacher 1: "The teacher's tape is done very well and the sound to be taught should be quickly learned from the tape." Teacher 2: Yes Teacher 3: Yes</p>
<p>C. Are the Grade Sheets useful?</p>	<p>Teacher 1: "I found them very useful." Teacher 2: No response. Teacher 3: Yes</p>
<p>D. Does the definition of the distinction between the correct and incorrect pronunciation of a sound seem appropriate to you?</p>	<p>Teacher 1: Yes Teacher 2: No response. Teacher 3: Yes</p>
<p>E. Is the distinction between a correct and incorrect sound one you could make easily?</p>	<p>Teacher 1: Yes Teacher 2: No response. Teacher 3: Yes</p>
<p>F. Are the Oral and Written Pretests/Posttests easy to grade?</p>	<p>Teacher 1: Yes Teacher 2: No Teacher 3: Yes</p>
<p>G. Do you have any suggestions for improvements to the Oral or Written Pretests/Posttests?</p>	<p>Teacher 1: No Teacher 2: No response. Teacher 3: "As I said earlier they got confused when tape didn't give them sufficient time. Also, some words were difficult to understand."</p>

APPENDIX E

STUDENT QUESTIONNAIRE RESULTS

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Student Questionnaire Results

Question	Response	Percentage
A. Did you enjoy the module?	Yes	82.0
	No	18.0
B. Which parts did you find most interesting?		
	Flashcards	
	Not Interesting	12.2
	Interesting	46.9
	Very Interesting	40.8
	Tape:	
	Oral Exercises	
	Not Interesting	18.0
	Interesting	50.0
	Very Interesting	32.0
	Written Exercises	
	Not Interesting	12.2
	Interesting	40.8
	Very Interesting	46.9
	Comptine	
	Not Interesting	20.4
	Interesting	30.6
	Very Interesting	49.0
	Comptine/Chanson	
	Not Interesting	18.8
	Interesting	37.5
	Very Interesting	43.8
	Written Test	
	Not Interesting	18.4
	Interesting	34.7
	Very Interesting	46.9
	Oral Test	
	Not Interesting	18.4
	Interesting	32.7
	Very Interesting	49.0

Question	Response	Percentage
Duplicated Sheets:		
Oral Exercises	Not Interesting	22.4
	Interesting	36.7
	Very Interesting	40.8
Written Exercises	Not Interesting	14.3
	Interesting	42.9
	Very Interesting	42.9
Comptine	Not Interesting	10.2
	Interesting	34.7
	Very Interesting	55.1
Mot Cachés	Not Interesting	20.0
	Interesting	26.0
	Very Interesting	54.0
Comptine/Chanson	Not Interesting	16.7
	Interesting	37.5
	Very Interesting	45.8
Catégor grille!	Not Interesting	4.2
	Interesting	37.5
	Very Interesting	58.3
Anagrammes	Not Interesting	7.5
	Interesting	40.0
	Very Interesting	52.5
Mot Cléf	Not Interesting	14.8
	Interesting	37.0
	Very Interesting	48.1
Mots Croisés	Not Interesting	N/A
	Interesting	N/A
	Very Interesting	N/A
Written Test	Not Interesting	20.0
	Interesting	22.0
	Very Interesting	58.0

Question	Response	Percentage
C. Which parts of the program did you enjoy most?		
Flashcards	Not Enjoyable	10.0
	Enjoyable	36.0
	Very Enjoyable	54.0
Tape:		
Oral Exercises	Not Enjoyable	26.0
	Enjoyable	38.0
	Very Enjoyable	36.0
Written Exercises	Not Enjoyable	18.0
	Enjoyable	32.0
	Very Enjoyable	50.0
Comptine	Not Enjoyable	8.0
	Enjoyable	48.0
	Very Enjoyable	44.0
Comptine/Chanson	Not Enjoyable	14.0
	Enjoyable	42.0
	Very Enjoyable	44.0
Written Test	Not Enjoyable	24.0
	Enjoyable	34.0
	Very Enjoyable	42.0
Oral Test	Not Enjoyable	17.0
	Enjoyable	38.3
	Very Enjoyable	44.7
Duplicated Sheets:		
Oral Exercises	Not Enjoyable	18.0
	Enjoyable	44.0
	Very Enjoyable	38.0

Question	Response	Percentage
Written Exercises	Not Enjoyable	26.5
	Enjoyable	34.7
	Very Enjoyable	38.8
Comptine	Not Enjoyable	8.2
	Enjoyable	32.7
	Very Enjoyable	59.2
Mots Cachés	Not Enjoyable	10.4
	Enjoyable	37.5
	Very Enjoyable	52.1
Comptine/Chanson	Not Enjoyable	8.5
	Enjoyable	42.6
	Very Enjoyable	48.9
Catégor grille!	Not Enjoyable	8.3
	Enjoyable	27.1
	Very Enjoyable	64.6
Anagrammes	Not Enjoyable	11.1
	Enjoyable	36.1
	Very Enjoyable	52.8
Mot Cléf	Not Enjoyable	8.0
	Enjoyable	40.0
	Very Enjoyable	52.0
Mots Croisés	Not Enjoyable	N/A
	Enjoyable	N/A
	Very Enjoyable	N/A
Written Test	Not Enjoyable	26.0
	Enjoyable	28.0
	Very Enjoyable	46.0

Question	Response	Percentage
D. Circle the response which best answer the question.		
Did you like the pictures on the flashcards?	Yes No	88.0 12.0
Were the words on the tape clear and distinct?	Yes No	36.0 64.0
Were the instructions given on the tape clear and easy to understand?	Yes No	76.0 24.0
Did the tape allow enough time for you to do the exercises?	Yes No	67.3 32.7
Did the tape allow too much time for you to do the exercises?	Yes No	30.0 70.0
Did you like the Comptines?	Yes No	81.6 18.4
Did you like the songs?	Yes No	72.9 27.1
Were the pictures interesting?	Yes No	80.0 20.0
Did you find it easy to tell what the pictures were by looking at them?	Yes No	95.9 4.1
Did you enjoy the following games?		
Mots Cachés	Yes No	89.8 10.2

Question	Response	Percentage
Catéog grille!	Yes	85.1
	No	14.9
Anagrammes	Yes	83.3
	No	16.7
Mot Cléfs	Yes	80.8
	No	19.2
Mots Croisés	Yes	N/A
	No	N/A
Were the following games too difficult?		
Mots Cachés	Yes	20.0
	No	80.0
Catéog grille!	Yes	26.5
	No	73.5
Anagrammes	Yes	15.8
	No	84.2
Mot Cléf	Yes	28.0
	No	72.0
Mots Croisés	Yes	N/A
	No	N/A
E. Would you like to do more units of this program?	Yes	80.4
	No	19.6

APPENDIX F
CASSETTE TAPES

APPENDIX G
FLASHCARDS

ATTENTION

THE THESIS OF MARILYN PENDERGAST HAS AN APPENDIX WHICH CONSISTS OF CASSETTE TAPES AND FLASH CARDS. THE AUTHOR WAS CONTACTED AND CONFIRMED THAT THESE PORTIONS ARE NOT ESSENTIAL TO THE OVERALL CONTENT OF THE THESIS. PART 1 MAY THEREFORE BE FILMED AND DISTRIBUTED AS IS.

PART 2 OF THE THESIS WILL BE HOUSED WITH THE ORIGINAL PAPER COPY IN THE CENTRE FOR NEWFOUNDLAND STUDIES, QL 11 LIBRARY, MEMORIAL UNIVERSITY OF NEWFOUNDLAND.

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fluency and educational qualities and who would be willing to participate in this study. The French Co-ordinator obtained permission from the schools to have the module taught in their French classes. The regular French teacher taught the module and administered all tests and questionnaires.

Testing Procedure

After the module *Les Sons! Les Sons!* was developed, it was evaluated through use in a classroom situation in the schools.

To instruct each teacher in the use of the module, a meeting was held with each teacher who was administering the module. At this meeting, the materials were given to the teachers and the procedure for its administration was thoroughly explained.

Before instruction in the module began, an oral pretest was given to a random sample of fifteen students from each of the four treatment and control classes and a written pretest was given to all students. The treatment classes then received instruction in the unit in addition to the regular French program while the control classes

received instruction in the regular French program only. When the unit was finished, all students received a written posttest and the same random sample of fifteen students from all treatment and control classes received an oral posttest.

Before the oral and written pretests were administered, the teachers told the students that they would not know much of the material in the pretest because the material had not yet been taught. The students were told that these tests were not "counted" and that they would be given a test again after they had learned the material and they would be able to do the test then with better results. The purpose of this was to try to alleviate student anxiety about the marks on the tests and to prevent the students from getting upset when faced with unfamiliar material.

The module was presented in the first ten to fifteen minutes of the regularly scheduled French class, followed by instruction in the regular French program. Classes were scheduled three times every six days, usually every second day.

At the end of the testing, a student questionnaire was administered to all students in the treatment classes. All questionnaires, the oral test grade sheets,

and the written pretest and posttest student sheets were returned to the researcher for correction and tallying of scores.

Three of the four teachers completed a teacher questionnaire which was analyzed carefully by the researcher.

To analyze the data, a two-way ANOVA was used on posttest scores only and a t-test was used to determine if teacher fluency had any significant effect on the results.

The results of the teacher and student questionnaires were analyzed. A discussion of the results of the testing is given in Chapter 4: Analysis of Data.

CHAPTER 4: ANALYSIS OF DATA

Evaluation of Content

To evaluate the content of the module **Les Sons! Les Sons!** a total of six instruments were administered. An oral pretest, an oral posttest, a written pretest, and a written posttest (see Appendix C) were used to determine the extent to which the learners achieved the cognitive objectives of the module. A student questionnaire (see Appendix E) was used to evaluate student reaction to the module, and a teacher questionnaire (see Appendix D) evaluated teacher reaction to the module as an instructional tool.

The oral pretest and oral posttest for each grade level were parallel in form. Each consisted of a short reading passage which contained words containing the sound taught in the unit of the module. The students were graded only on how well they pronounced the sound taught in the unit. This was followed by five sentences in the oral pretest and fifteen sentences in the oral posttest, each sentence with one word containing the sound taught in the unit. Once again, the students were graded only on how well they pronounced the word containing the sound for the unit.

The written pretest and posttest were the same test. Part A tested aural recognition of the sound. The students were required to circle "Oui" if the word they heard contained the sound and "Non" if it did not contain the sound. Part B also tested aural recognition of the sound when heard in two words which were very similar. The students were required to circle the letter "A" or "B" of the word containing the particular sound. Part C tested the student's ability to recognize in print the word or words in a particular sentence which contained the sound taught in the unit when spoken by a native French speaker. The student indicated the response by underlining the necessary words on the answer sheet.

When the testing was completed the responses of all eight groups were tabulated and the results were tested using a two-way ANOVA.

Results of Testing

Table 1 shows a breakdown of the written posttest by treatment, teacher, and class. It indicates that the treatment group achieved higher mean scores on the posttest than the control group. Each class in the treatment

Table 1

Means and Standard Deviations of Written Posttest Scores
by Treatment, Teacher, and Class

Group	Teacher	Class	Mean	Standard Deviation	Number of Cases
Treatment	1	1	21.95	3.47	19
Treatment	2	2	20.25	3.63	24
Treatment	3	3	21.00	2.63	35
Treatment	4	4	22.07	1.36	29
Control	1	5	20.44	3.90	18
Control	2	6	16.68	3.25	19
Control	3	7	19.63	2.80	27
Control	4	8	20.63	2.19	27
1	Treatment Total		21.29	2.85	107
2	Control Total		19.47	3.30	91

group also achieved higher scores in the posttest than its corresponding class in the control group taught by the same teacher.

Since the pretests were essentially zero, it was decided to use the posttest scores as the dependent variable rather than calculating gain scores. A two-way analysis of variance was carried out to compare the means on both the written and oral posttests for each treatment group and teacher and to check for any treatment and teacher interaction.

The results for the written posttest as reported in Table 2 indicate a highly significant treatment effect ($F = 21.007$, $p = 0.000$), a highly significant teacher effect ($F = 8.719$, $p = 0.000$), and no significant treatment by teacher interaction ($F = 1.524$, $p = 0.210$).

These results indicate that achievement is higher for those pupils who used the materials, that it was not the instructional practices of the teachers which caused the difference, and that the teachers did not have better results with one group of pupils.

A breakdown of the oral posttest by treatment, teacher, and class is shown in Table 3. The data obtained from one control group was deleted because the teacher did not use the same standards for oral testing as used by the

Table 2

The Effect of Treatment and Teacher on the
Written Posttest Scores

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Square	F Ratio	F Probability
Treatment					
Effect	175.184	1	175.184	21.007	0.000
Teacher					
Effect	218.127	3	72.709	8.719	0.000
Treatment x Teacher					
Interaction	38.121	3	12.707	1.524	0.210

Note: n = 198

Table 3

Means and Standard Deviations of Oral Posttest Scores
by Treatment, Teacher, and Class

Group	Teacher	Class	Mean	Standard Deviation	Number of Cases
Treatment	1	1	14.33	3.87	15
Treatment	2	2	14.64	3.20	14
Treatment	3	3	16.33	3.31	15
Treatment	4	4	14.40	4.40	15
Control	1	5	5.60	2.90	15
Control	2	6	3.67	1.45	15
Control	4	7	8.00	4.77	15
1	Treatment Total		14.93	3.73	59
2	Control Total		5.76	3.71	45

other teachers who administered the unit. The information in the table indicates that the treatment group achieved much higher scores in the posttest than the control group. Also, each individual class in the treatment group achieved higher scores in the posttest than its corresponding class in the control group taught by the same teacher.

The results in Table 4 showing the same two-way ANOVA for the oral posttest indicate a highly significant treatment effect ($F = 131.792$, $p = 0.000$), a significant teacher effect ($F = 34.812$, $p = 0.047$), and no significant treatment by teacher interaction ($F = 3.038$, $p = 0.053$).

A comparison of the F-ratio for the written and oral posttests as seen in Table 5 seems to indicate a greater improvement in scores in the oral posttest than in the written posttest. Also, teacher effect is less significant in the oral posttest than in the written posttest.

Table 6 shows a breakdown of the total score of the written and oral posttests by treatment, teacher, and class for seven classes. From the information in this table, it may be seen that the group mean for the treatment group is higher than that of the control group. Also, the individual group means are higher for the classes in the treatment group than for the classes in the control group.

Table 4

The Effect of Treatment and Teacher on the
Oral Posttest Scores

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Square	F Ratio	F Probability
Treatment					
Effect	1674.462	1	1674.462	131.792	0.000
Teacher					
Effect	104.436	3	34.812	2.740	0.047
Treatment x Teacher					
Interaction	77.189	2	38.595	3.038	0.053

Note: n = 104

Table 5

Comparison of F-Ratio for Written and Oral Posttests

Source of Variation	<u>Written Posttest</u>		<u>Oral Posttest</u>	
	F-Ratio	F-Prob- ability	F-Ratio	F-Prob- ability
Treatment Effect	21.007	0.000	131.792	0.000
Teacher Effect	8.719	0.000	2.740	0.047

Table 6

Means and Standard Deviations of Total Posttest Scores
by Treatment, Teacher, and Class

Group	Teacher	Class	Mean	Standard Deviation	Number of Cases
Treatment	1	1	31.60	9.61	20
Treatment	2	2	28.79	9.40	24
Treatment	3	3	28.00	8.21	35
Treatment	4	4	28.53	8.37	30
Control	1	5	25.11	6.51	18
Control	2	6	17.71	6.31	21
Control	4	7	25.07	6.43	27
1	Treatment Total		28.98	8.76	109
2	Control Total		22.74	7.20	66

A two-way ANOVA was completed to compare the means of the total score for each treatment group and teacher. The results in Table 7 indicate a highly significant treatment effect ($F = 61.781$, $p = 0.000$), a significant teacher effect ($F = 3.909$, $p = 0.011$), and significant treatment by teacher interaction ($F = 5.998$, $p = 0.004$).

Because two teachers involved in the testing of the module had a strong background in French and two had a weak background in French, the data was analyzed to see whether or not a teacher with a strong background in French might have significantly better results with the module than a teacher with a weak background in French. A t-test was completed to identify any significant differences. The results of this analysis, reported in Table 8 indicate no significant differences due to teacher fluency in the written posttest ($t = 0.016$, $p = 0.874$), in the oral posttest ($t = 0.84$, $p = 0.406$), or in the total score ($t = 0.39$, $p = 0.696$).

Teacher fluency was the only characteristic examined separately since the module was intended to aid teachers who were not fluent in French to teach the sounds of the French language to their students. The results indicate that teacher fluency has little effect upon the results obtained so that a teacher without a good background in

Table 7

The Effect of Treatment and Teacher
on the Total Scores

Source of Variation	Sums of Squares	Degrees of Freedom	Mean Square	F Ratio	F Prob- ability
Treatment					
Effect	2427.193	1	2427.193	61.781	0.000
Teacher					
Effect	460.753	3	153.584	3.909	0.011
Treatment x Teacher					
Interaction	471.247	2	235.624	5.998	0.004

Note: n = 104

Table 8

A Comparison of Posttest Results by Teacher Fluency

Score	Teacher Fluency	Number of Cases	Mean	Standard Deviation	T Test	Degrees of Freedom	T Prob-ability
Written Posttest	Strong	54	21.33	2.959	0.16	105	0.874
	Weak	53	21.25	2.766			
Oral Posttest	Strong	30	15.33	3.680	0.84	57	0.406
	Weak	29	14.52	3.804			
Total	Strong	55	29.31	8.829	0.39	107	0.696
	Weak	54	28.65	8.761			

French could have similar results to those of a teacher with a good background in French when using this module.

Student Questionnaire

The student questionnaire collected data on the student's perceptions of the module and their enjoyment of and interest in the various individual components of the module. The results of the student questionnaire may be found in Appendix E.

The module was felt to be enjoyable by 82% of the students. All of the components of the module, including the flashcards, tape, and duplicated sheets were found to be interesting and enjoyable by most students. When asked if they would like to do more units of this program, over 80% responded affirmatively.

Student interest and enjoyment were highest on the word games, comptines, and songs. However, it is interesting to note that over 81% of students found the oral test either "interesting" or "very interesting" and 83% of them found the oral test "enjoyable" or "very enjoyable". Also, over 82% of students found the written test to be "interesting" or "very interesting" and 76% of them found

the written test to be "enjoyable" or "very enjoyable".

The positive nature of the responses to the student questionnaire indicates that the module was interesting and enjoyable for the students.

Teacher Questionnaire

The response to the teacher questionnaire (see Appendix D) generally was very favorable. Three of the four teachers who administered the unit of the module in classroom situations completed the questionnaire.

The teacher questionnaire was divided into three sections. Part I attempted to obtain the teacher's reaction to the teaching materials. In general the teachers felt that the various components of the module included in the teacher's guide were useful including the flashcards, audio-tape, and teacher's pronunciation guide with the accompanying cassette tape. All teachers felt the module was useful and helpful at this grade level and that it was both enjoyable and easy to use. Teacher satisfaction with the various components of the module was high with most teachers responding with "very satisfied" on the questionnaire.

Part II attempted to identify the teacher's perceptions of student reaction to the module. In general it was felt that most parts of the module appeared to be interesting and enjoyable for the students. One teacher felt that the cassette tape was not very enjoyable or interesting for the students because the school tape recorder distorted the sound. From the responses on the teacher questionnaire, it was felt that the students were motivated to learn the material, especially by the games, illustrations, comptines, and songs.

When asked for suggestions for modifications or improvements to the program to increase student interest, the teachers did not recommend any changes to the content of the module. The recommendations made by the teachers concerned the use of the tapes. It was felt that the tape was too fast, not allowing enough time for the students to respond.

Part III asked the teachers for suggestions for improvements to make the module more useful. Once again, no changes to the content of the module were recommended. The recommendations made by the teachers were: (a) to allow more pause time on the tape to allow the students more time to answer the oral exercises, written exercises, and written test comfortably; (b) to print the answer

choices on the duplicating masters further apart so that the students would not become confused; and (c) to add music to the comptines and songs to make them more interesting and enjoyable for the students.

The flashcards and illustrations were considered to be clear and easily recognized by the students. The teacher's pronunciation guide was considered by all to be helpful, as was the accompanying cassette tape. The teachers indicated that they felt that this guide and tape would enable any teacher, regardless of fluency, to teach the module successfully. All teachers reported that the program was appropriate for the French curriculum at this grade level and that it fitted in well with the program currently in use in the schools.

Part IV of the teacher questionnaire was an evaluation of the pretests and posttests. In general, it was felt that the oral and written pretests and posttests were easy to grade, but that the oral pretest and posttest were time-consuming to administer since it was necessary to administer these tests on an individual basis. However, since individualized oral testing is basically the only way to test oral pronunciation skills, there was no way to avoid this problem. The teachers reported that the distinction between a correct and an incorrect sound was

one that they could easily make. Some teachers felt that the students were a little intimidated by the oral pre-test, but were more confident in the oral posttest after having completed the activities in the unit.

The evaluation of the module by the teachers was very positive. It may be concluded from the teachers' response to the teacher questionnaire that the teachers who administered the module found it to be a satisfactory instructional package.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After the module had been developed, a unit from the Grade Four program was tested in two regular Grade Four French classes and a unit from the Grade Five program was tested in two regular Grade Five French classes. These four classes were the sample chosen for the testing of the unit of the module.

The instruction of the unit was carried out by the regular French teacher. The teachers who participated in the testing of the module were chosen by the French Coordinator of an urban school district on the basis of years of experience in teaching, fluency, and interest in the teaching of French. The researcher met with each of the four teachers prior to the start of testing and thoroughly outlined and discussed the procedure to be followed and the module itself.

Before the teachers began instruction, an oral pre-test was administered to a sample of fifteen students from each class on an individual basis. The teachers were instructed to choose a sample on a random basis by putting the students' names in a bag and drawing fifteen names

from those in the bag. When the oral testing was complete, a written pretest was given to the whole class. When instruction in the module was complete, a written posttest was given to the whole class and an oral posttest was given on an individual basis to the same fifteen students who completed the oral pretest. A student questionnaire was also given to all students who received instruction.

The oral, written, and total posttest scores for the treatment group were compared with those for the control group. In each of these comparisons, the mean score for the treatment group was significantly higher than the mean score for the control group.

The written posttest was marked out of a total of 25 points. The written posttest average for the control group was 19.47 while the treatment group average for the same test was 21.29 showing a statistically significant overall increase of 1.82 points.

The oral posttest was marked out of a total of 20 points. The oral posttest average for the control group was 5.76 while the treatment group average was 14.93 showing a high statistically significant increase of 9.17 points.

The total posttest average was marked out of 45

points. The total posttest average of the control group was 22.74 while the total posttest average of the treatment group was 28.98 showing a statistically significant overall increase of 6.24 points.

In comparing the averages of the treatment and control groups' written, oral, and total scores, the results appear to show greater improvement in the treatment group than in the control group suggesting that the instruction of the module may have caused the increase in the scores.

In comparing written, oral, and total posttest scores, an analysis of variance indicated that the module produced statistically significant differences in the posttest for the treatment and control groups in all three posttest scores. It was noted that there was a greater significant difference in oral posttest scores than in written posttest scores.

The analysis of variance also indicated that the module produced statistically significant differences due to teacher effect for the oral, written, and total posttest scores. This would appear to indicate that it was not just the teacher's instructional practices which caused the difference, but the use of the module content.

In comparing the effect of the teacher's fluency

level on written, oral and total posttest scores, a t-test indicated that there were no statistically significant differences in strong and weak teacher fluency. It was concluded that any teacher could teach the module successfully, regardless of fluency in French.

Eighty-two percent of students enjoyed the module as indicated by the responses to the student questionnaire and over 80% said they would like to do more units of the module. The students enjoyed the games and the comptines and expressed favorable attitudes toward most components of the module.

Three of the four teachers who taught the module completed a teacher questionnaire to evaluate the module. They all indicated that the module was helpful and appropriate for the grade level. They felt that the unit of the module was very enjoyable and interesting for the students and would motivate them to learn French. The teacher's pronunciation guide and cassette tape were felt to be very useful and of help in aiding teachers without a strong background in the French language and its sounds to prepare to teach the unit to the class.

Because of the comments made by the students and teachers, the module appears to be successful. Both the teachers and the students enjoyed doing the unit of the

module and each expressed an interest in continuing instruction. From the analysis of all evaluation instruments, it may be determined that the module was successful in achieving its objectives.

Some Further Points of Interest

The data collected in this study indicated some further points which are worthy of note.

There was a definite improvement in oral and written skills after instruction with the module. Use of the module showed considerable positive effect, particularly in the area of oral pronunciation.

Teacher fluency did not affect the results of the module. The module therefore can be used successfully by teachers without a great deal of fluency in French or knowledge of the sound system of the French language.

The students became more confident in speaking French after instruction with the module. This increase in confidence was especially noticeable in the students' reactions to the oral pretest and oral posttest. Also, the students enjoyed both the oral and written tests included in the module.

All teachers indicated that materials such as this module are appropriate for the grade level of the students and are worthwhile activities which should be included in the French program. Such a marked improvement in the cognitive and affective learning of students who participated in the module suggests that all programs teaching French at the elementary grade level could benefit from the inclusion of appropriate curriculum materials based on the type used in this module.

Recommendations for the Module

On the basis of the analysis of the data collected, and comments made, the following modifications to the module are recommended before its use in the classroom:

1. That the tape allow more pause time for students to respond.
2. That the answer choices on the student answer sheets be separated more to allow students to see more clearly which answer choice goes with the number.
3. That the comptines and chansons be put to music to make them more interesting and enjoyable for the students.

4. That the flashcards contain some color in order to make identification by the students easier.

Modifications one and two have already been made to this module.

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To The Teacher

This module has been designed to teach the more difficult sounds of the French language to students who are beginning their study of French. The teaching of the sounds of the French language has become a very important and necessary part of second language learning because of the differences in the sound systems of the two languages and because of difficulties encountered by the second language learner in the pronunciation of French sounds which are not present in the English sound system.

Because second language learners have already learned to read in English, it is possible that they may transfer knowledge acquired about the English sound system to the study of the French language causing students to be unable to develop a native-like accent. This interference of the mother tongue on second language learning may be reduced by teaching the sounds of the French language at the beginning of French instruction.

Foreign language reading skills may also be adversely affected by a lack of knowledge of the sound system of the target language. Because students are unable to pronounce words correctly by sounding them out when reading or speaking the language, they may be unable to recognize in

print words which are already known both aurally and orally.

The sounds included in this module are sounds which are considered to be difficult for students to produce. Two possible causes of this difficulty are either that the sound does not exist in the English language or that the sound is similar to, but not the same as an English sound. A lack of knowledge of the sounds of the French language affects the learners' ability to make themselves understood by others and affects their ability to comprehend the spoken language.

This module aims to enable the young language learner to correctly produce these sounds in conversation, to recognize them when heard in conversation, and to recognize the combinations of letters which represent these sounds in the written word. It is not intended to be used for the purpose of teaching the student to do phonetic transcriptions of words.

The Module

The module consists of sixteen units, each designed to teach one sound. Units one to eight are intended to be

taught in Grade Four and units nine to sixteen are intended to be taught in Grade Five.

An attempt has been made to take into consideration the fact that many teachers do not have a strong background in the sounds of the French language. The module has been designed to be taught entirely by tape, if desired, to allow the student to hear the correct pronunciation of the sound. A cassette tape has also been included to accompany the teacher's pronunciation guide to allow teachers to familiarize themselves with the sound before the unit is taught.

Each unit of the program allows for participation by the student both individually and in groups. An attempt has been made to use vocabulary known to the student in exercises where comprehension by the student is necessary. However, in exercises where the student is required simply to recognize whether the sound is present in a word, there may be words included which have not been learned by the student. This will not affect the student's performance in these exercises since the only thing being tested is recognition of the sound and not comprehension of the material.

Components of the Module

The module consists of five major components:

1. teacher's guide
2. duplicating masters
3. flashcards
4. cassette tape (to accompany the module)
5. cassette tape (to accompany the teacher's pronunciation guide)

Teacher's Guide.

Each unit of the teacher's guide contains all information necessary to teach the program effectively. Each unit is divided into the following sections:

1. **Flashcards.** A list of the flashcards for the unit.
2. **Oral Exercises.** A copy of the oral exercises recorded on the cassette tape.
3. **Oral Exercises - Answer Key.** An answer key for Oral Exercise A.
4. **Written Exercises.** A copy of the written exercises on the cassette tape.
5. **Written Exercises - Answer Key.** An answer key for the written exercises.
6. **Comptine.** A copy of the comptine for the unit

which is recorded on the cassette tape. All words containing the sound taught in the unit are underlined.

7. **Mots Cachés - Answer Key.** An answer key for the hidden word game.

8. **Comptine/Chanson.** A comptine or song for practice of the sound and for motivating students.

9. **Catégor grille! - Answer Key.** An answer key for the word puzzle using vocabulary taught on the flashcards.

10. **Mot Cléf/Anagrammes/Mots Croisés - Answer Key.** An answer key for a word game using selected vocabulary from the unit.

11. **Written Test.** A copy of the written test for the unit.

12. **Written Test - Answer Key.** An answer key for the written test.

13. **Oral Tests.** Two oral tests, one of which is to be given to each student on an individual basis. These may be copied by the teacher onto index cards to be given to the student to read from during the oral test.

Duplicating Masters.

The answer sheets and other student sheets are provided in the form of duplicating masters so that the teacher may make as many copies as needed. The use of

duplicating masters also prevents students from seeing the vocabulary of new units until the sound has been taught, thus reducing the possibility of interference from the mother tongue. The sheets included in each unit are:

1. **Oral Exercises.** An answer sheet for Oral Exercise A.

2. **Written Exercises.** An answer sheet for the written exercises.

3. **Comptine.** A written copy of the comptine for the unit. The student must fill in the words that are missing. A list of words to choose from is at the bottom of the page. This list may be removed if desired by the teacher, depending upon the ability of the students. A picture illustrating the comptine is also provided on the sheet. It may be used for discussion of the comptine or simply for motivational purposes.

4. **Mots Cachés.** A hidden word game. The list includes only words containing the sound taught in the unit.

5. **Comptine/Chanson.** A written copy of the comptine or song with the words containing the sound underlined. A picture illustrating the comptine is provided which may be colored as a motivational activity.

6. **Catégorille!** A word game using only the

vocabulary on the flashcards. A list is provided on the sheet which may be removed if desired according to the ability of the students.

7. **Anagrammes/Mot Cléf/Mots Croisés.** A word game using selected vocabulary from the unit all containing the sound taught in the unit. The list provided in these games may be removed, depending upon the ability of the class.

8. **Written Test.** An answer sheet for the written test.

9. **Oral Test.** A sheet for recording the student's score on the oral test. It is graded on a scale of 0-5 as follows:

- 0 - no response
- 1 - poor pronunciation of the sound
- 2 - fair pronunciation of the sound
- 3 - good pronunciation of the sound
- 4 - very good pronunciation of the sound
- 5 - excellent pronunciation of the sound

Flashcards.

A set of ten flashcards is provided for each unit. Five cards contain a picture only and five cards contain a word only. The cards with the pictures are to be used for

initial teaching of the sound so that students will learn to pronounce the sound correctly before seeing the letter combinations which produce the sound. After the student has learned to produce the sound and recognize it in the spoken language, both cards may be used together for oral practice as a group or individually.

Cassette Tape (to Accompany the Module).

The items recorded on the audio-tape are:

1. oral exercises
2. written exercises
3. comptine
4. comptine/chanson
5. written test

The cassette tape has been recorded by a native French speaker. It gives the students the opportunity to practice the sound after correct pronunciation of the sound is heard. It also allows the opportunity for the student to adapt to a voice other than the teacher's. For the teacher whose knowledge of French is limited, or who does not have a native-like accent, the tape will ensure that the student hears the correct pronunciation of the sound.

Each exercise on the tape follows the same pattern:

1. Instructions in English.

2. The instruction "**Ecoute**" followed by the first exercise. Following a pause for student reply, the correct answer is then spoken followed by the next exercise.

The comptine and comptine/chanson are spoken completely at first followed by a recording with a pause between each line for student practice. These poems and songs allow the student to review the sound in a relaxed way since students at this age level tend to enjoy such activities.

Cassette Tape (to Accompany the Teacher's Pronunciation Guide).

Since many teachers do not have a strong background in French, a tape for the use of teachers is included to allow them to learn to pronounce the sound correctly before the material is presented to the students. Each unit on the tape contains the following:

1. a comparison to an English sound wherever possible;

2. practice of the sound using the vocabulary on the flashcards; and

3. practice of vocabulary containing the various

letter combinations which produce the sound. (Only those letter combinations which are present in the student text are included on the tape).

Teacher's Pronunciation Guide

Since many teachers of French do not have an extensive background in French phonetics, the following pronunciation guide has been included with a cassette tape that will enable the teacher to learn to produce the required sound correctly before teaching the unit to the class. It must be stressed, however, that the material included in each of these is for the use of the teacher only, and is not intended to be used in the classroom. Also, since the sound systems of the English and French languages are so different, any comparisons made between the two languages are, at most, approximations of the French sound.

The following table adapted from Russo & Perla (1985) gives the French phonetic symbol, the letters which represent the sound in French words, a comparison of the sound to an English sound, and the five words used on the flash-cards for the unit which teaches that sound. The letters which make the sound are underlined so the teacher may know exactly which letters produce the required sound.

Unit	Phonetic Symbol	Letters of Sound	Similar English Sound	Flashcard Words
1.	[j]	i, y, l when preceded by i, ll between i and another vowel	"y" in the English word "yellow"	soleil crayon abeille feuille cahier
2.	[e]	e, è, ê, ei, ai, aî	"e" in the English word "set"	chaise fenêtre soleil lettre billet
3.	[r] - final	r	a soft r sound	poire canard noir voleur fleur
4.	[r] - inter-vocalic	r	No similar English sound. It is formed by vibrating the tip of the tongue against the upper gums.	carottes cercle crayon porte souris
5.	[r] - initial	r	No similar English sound. It is formed by vibrating the uvula against the back of your tongue.	radio rat raisins rose robe

Unit	Phonetic Symbol	Letters of Sound	Similar English Sound	Flashcard Words
6.	[a]	a, à	"a" in "pat"	sac can <u>a</u> rd ann <u>e</u> e chat arb <u>a</u> re
7.	[e]	e, é, ai	"a" in "date"	chant <u>e</u> z pi <u>e</u> d n <u>e</u> z é <u>e</u> cole cah <u>i</u> er
8.	[w]	ou + vowel, oi, oï	"w" in "well"	ois <u>e</u> au bo <u>i</u> te no <u>i</u> r po <u>i</u> re bo <u>i</u> s
9.	[oe]	eu, oeu	round lips to pronounce "o" in "note" but instead pronounce "e" in "let"	co <u>e</u> ur fl <u>e</u> ur o <u>e</u> uf n <u>e</u> uf h <u>e</u> ure
10.	[ɲ]	gn	"ny" in "canyon"	camp <u>a</u> gne pe <u>i</u> gne a <u>g</u> neau oi <u>g</u> non mont <u>a</u> gne
11.	[y]	u	round the lips to pronounce "oo" in	pl <u>u</u> me m <u>u</u> sique

Unit	Phonetic Symbol	Letters of Sound	Similar English Sound	Flashcard Words
12.	[ø]	eu, eû, oeu	"moon", but pronounce "ee" in "feet"	j <u>u</u> pe l <u>u</u> ne l <u>u</u> ne
13.	[ɑ̃]	am, an, em, en	round the lips to pronounce "o" in "note" but pronounce [e] as in "day"	y <u>e</u> ux f <u>e</u> u h <u>e</u> ureux d <u>e</u> ux bl <u>e</u> u
14.	[ɛ̃]	im, in, aim, ain, en	pronounce the "a" of "far" through both the nose and the mouth	é <u>l</u> éphant l <u>a</u> mpe c <u>o</u> nt <u>e</u> nt g <u>a</u> nts d <u>e</u> nts
15.	[ɔ̃]	om, on	"an" in "bank"	l <u>a</u> p <u>i</u> n ch <u>i</u> en r <u>a</u> is <u>i</u> ns m <u>a</u> t <u>i</u> n v <u>i</u> n
16.	[y]	u	"on" in "long"	m <u>a</u> is <u>o</u> n n <u>o</u> m <u>b</u> re b <u>a</u> ll <u>o</u> n b <u>o</u> n <u>b</u> o <u>n</u> s c <u>o</u> nt <u>e</u> nt
16.	[y]	u	purse lips with tip of tongue against bottom lower teeth	n <u>u</u> it f <u>r</u> u <u>i</u> t pl <u>u</u> ie h <u>u</u> it par <u>a</u> pl <u>u</u> ie

Cassette Tape
(To Accompany the Teacher's Pronunciation Guide)

Unit 1

The Sound [j]

The sound [j] is similar to the sound of the letter "y" in the English word "yellow".

[j]

[j]

soleil

crayon

abeille

feuille

cahier

[j]

[j]

The [j] sound is represented in French words by several letters and combinations of letters, such as:

"i" as in

cahier

papier

bien

vieux

pied

It must be remembered not to insert an [i] sound in these words before the [j] sound.

"y" as in
crayon
yeux

"l" at the end of a word when preceded by the letter
"i".

soleil
travail
fauteuil
pareil

"ll" when located between the letter "i" and another
vowel.

famille
abeille
feuille
bille
taille

Unit 2

The Sound [ɛ]

The sound [ɛ] is similar to the sound of the letter "e" in the English word "set".

[ɛ]

[ɛ]

chaise

fenêtre

soleil

lettre

billet

[ɛ]

[ɛ]

The [ɛ] sound is represented in French words by several letters and combinations of letters, such as:

"e" as in

lettre

hôtel

belle

"è" as in

frère

très

père

"ê" as in

fenêtre

tête

"ei" as in
soleil
neige

"ai" as in
fait
chaise
aime

"aî" as in
naïts

Units 3-5**The Sound [r]**

The pronunciation of the French sound [r] varies slightly with its position in the word. There is no sound in the English language which is similar to this sound formed by placing the tongue as if you were going to pronounce the English sound [g].

[r] - final

When the [r] sound comes at the end of a word it is very soft. It must also be remembered that this sound can be the last sound in the word without being the last letter.

[r]
[r]
poire
canard
noir
voleur
fleur
[r]
[r]

The sound [r] - final is represented in French by only one letter.

"r" as in
poire

visiteur
fleur
soeur
jongleur
derrière
chère
alors
frère
cigare

[r] - intervocalic

The sound [r] when it appears in the middle of the word is formed by vibrating the tip of the tongue against the upper gums.

[r]
[r]
carottes
cercle
crayon
porte
souris
[r]
[r]

The sound [r] - intervocalic is represented in French by only one letter:

"r" as in
tarte
bravo
bruit

